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EIGHTIETH ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

JANUARY, 1917.



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MEMBERS AND STAFF OF THE STATE BOARD OF EDUCATION.

1917.

Term expires
May 1.

MEMBERS OF THE BOARD.

1919.	FREDERICK P. FISH,	. . . . .	BROOKLINE.
1917.	JEREMIAH E. BURKE,	. . . . .	BOSTON.
1919.	ELLA LYMAN CABOT,	. . . . .	BOSTON.
1918.	JAMES CHALMERS,	. . . . .	FITCHBURG.
1918.	A. LINCOLN FILENE,	. . . . .	BOSTON.
1917.	THOMAS B. FITZPATRICK,	. . . . .	BROOKLINE.
1919.	FREDERICK W. HAMILTON,	. . . . .	CAMBRIDGE.
1917.	PAUL H. HANUS,	. . . . .	CAMBRIDGE.
1918.	MARGARET SLATTERY,	. . . . .	MALDEN.

STAFF OF THE BOARD.

PAYSON SMITH, *Commissioner.*

Elementary and High Schools.

FRANK W. WRIGHT, *Deputy Commissioner.*

AGENTS.

FRANCIS G. WADSWORTH, *Elementary Schools.*
CLARENCE D. KINGSLEY, *High Schools.*

Vocational Schools.

ROBERT O. SMALL, *Deputy Commissioner.*

AGENTS.

CHARLES R. ALLEN, *Day and Evening Schools for Boys and Men, and
Training Courses for Vocational Teachers.*
CHARLES L. PEPPER, *Assistant to Mr. Allen.*
RUFUS W. STIMSON, *Agricultural Schools.*
LOUISA I. PRYOR, *Day and Evening Schools for Girls and Women.*
NELLIE M. WILKINS, *Assistant.*

University Extension.

JAMES A. MOYER, *Director.*

AGENTS.

JOSEPH W. L. HALE, *Correspondence Study.*
ROBERT H. SPAHR, *University Extension.*
CHARLES W. HOBBS, *Editor and Supervisor of Instruction.*
HERBERT A. DALLAS, *Classes in Industrial Subjects.*

JAMES F. HOPKINS, *Director, Art Education.*
EDWARD C. BALDWIN, *Business Agent.*
WALTER I. HAMILTON, *Research.*
ORION A. MORTON, *Registration of Teachers.*

ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

OUTLINE OF REPORT.

The Board of Education has the honor to submit herewith to the Legislature, in accordance with section 6 of chapter 39 of the Revised Laws, as amended by section 4, chapter 457 of the Acts of 1909, its eightieth annual report.

The report is presented in four parts: —

PART I. — Report of the Board, a brief statement of the work of the Board since its reorganization in 1909.

PART II. — Report of the Commissioner of Education.

PART III. — Departmental reports.

Section A. — Elementary, high and normal schools.

(1) Report on elementary education.

(2) Report on high schools.

(3) Résumé of the reports of the normal school principals.

Section B. — Vocational education.

Section C. — Progress in university extension.

PART IV. — Statistical material.

Section A. — Statistics relating to the work of the Board.

(1) General education.

(2) Vocational education.

(3) University extension.

Section B. — Abstract of school returns for the school year, ending June 30, 1916.

ANNUAL REPORT.

BOARD OF EDUCATION.

PART I.

REPORT OF THE BOARD,—A BRIEF DISCUSSION OF SEVEN YEARS' WORK.

The law reorganizing the Board of Education and transferring to it responsibilities previously held by two administrative bodies — the Board of Education and the Commission on Industrial Education — took effect July 1, 1909. By the terms of that act four members of the former Board and one member of the Commission on Industrial Education were to be appointed members of the reorganized Board of Education. Four of the members so appointed have since served continuously. The Board, not being subject to sudden change in its personnel, has been able to establish and develop continuing administrative policies concerning a great variety of matters in which the State has interests, both direct and indirect.

However little it could forecast the developments of the past seven years, the Board approached its task with a full measure of appreciation of the responsibilities involved. In the seventy-third annual report (January, 1910) the following statement was made: —

Massachusetts may well be proud of its educational history. It has contributed largely to the development of methods and principles of public school education that have been of the utmost importance. These principles and methods are of permanent value, but in view of the vast

changes during recent years in the social, economic and industrial life of the community, those who have the responsibility of controlling and directing the educational activities of the State should recognize the necessity of adjusting public school conditions to the needs of the times. The Board believes that such an adjustment can be made without sacrificing the advantages of our present school system. It will be the effort of the Board to realize this belief in the schools of Massachusetts.

The Board's first important duty was to secure a commissioner of education as provided under the terms of the new law. Dr. David Snedden, then of Teachers' College, Columbia University, was invited to assume that office. He served until July 1, 1916. Whatever developments future years may bring forth, the Board can but regard these seven years as an epoch in the educational history of the Commonwealth. Commissioner Snedden brought to his office the widest vision, a broad understanding of underlying social and economic conditions, a keen insight into educational needs, and knowledge of the means to be employed for the permanent establishment of the larger policies of a State system of education. His administration as Commissioner of Education marks an era of constructive educational activity not exceeded in importance by any other period of equal length.

Upwards of half a million youth and children are in our public schools, 80,000 of them in high schools. About 18,000 others are enrolled in vocational schools. On the public schools \$22,000,000 annually are expended, and in addition, vocational schools now call for an annual expenditure of \$2,000,000. Through extension service the State is providing educational opportunity in a manner new to Massachusetts. Nearly 3,000 prospective teachers are in our State normal schools, whose support cost approximately \$500,000 in 1916. The State is contributing directly more than \$2,000,000 annually to educational purposes. These figures of attendance and school cost attest the scope and importance of public education in Massachusetts.

The Board of Education both by law and by custom has large responsibilities in the direction of this great public enterprise, and it appreciates the responsibilities that rest upon it. It holds itself as representing the public, — to be

under the twofold obligation of interpreting as accurately as it can the demands the people would make upon their schools, and of leading in the formulation of such educational policies as will make for their greater efficiency. While it endeavors to carry out as accurately as it can those legislative instructions that imply authoritative control, it holds that its largest service may be rendered as an agency for the formulating of public opinion, and in turn for the organization of public opinion into constructive activity.

The “powers and duties” of the Board, exercised through the staff, are in general of three kinds: —

(a) *Administrative*, such as the management of normal schools; the collection of statistics; the publication of returns; the conduct of the Teachers’ Registration Bureau; the certification of union superintendents and of teachers in State-aided high schools; and the conduct of the University Extension Department.

(b) *Supervisory*, such as the approval of State-aided vocational schools; of smaller high schools; of conditions relating to admission to normal schools; of school facilities in towns receiving income from the Massachusetts School Fund; and of the supervision of certain other expenditures of the State for educational purposes.

(c) *Advisory*. — The advisory functions of the Board, always important, have greatly developed in recent years in two particulars, — (1) information on educational subjects asked for by the Legislature; (2) information requested by the public, particularly the public engaged in educational work, on matters bearing upon the organization and administration of schools.

The policy of the Board in its advisory relations with school administrators throughout the State has rested on the following assumptions: that the agents of the Board should primarily be advisors of superintendents and other executives; that they should, as far as practicable, be specialists in particular departments of education; that in discharging their responsibilities they should, except in minor matters of conference, arbitration and public speaking, follow a definite order of work, aiming toward particular educational goals.

ADMINISTRATION.

The legislation of the last seven years has greatly increased the Board's responsibilities. In organizing its staff a separation of duties has been established, and the aim has been to secure men with peculiar qualifications for the work of their specialized fields.

In 1911, two years after the reorganization, the Board had in its employ a commissioner, a treasurer, a deputy and four agents in the Division of General Education, and a deputy and two agents in the Division of Vocational Education.

The executive work of the Board is under the general direction and control of the Commissioner of Education, who is aided in his administration of the office by a staff of deputies and agents. The administrative departments now definitely organized are —

First. — The Division of General Education, including elementary and secondary schools under a deputy with three agents.

Second. — The Division of Vocational Education under a deputy with five agents.

Third. — The Department of University Extension under a director with four agents.

Fourth. — The Teachers' Registration Bureau under a special agent.

Fifth. — A division of accounts under a business agent.

The direction of the State normal schools, which are under the control of the Board, is under the personal attention of the Commissioner.

In the seventy-fourth annual report of the Board (January, 1911) the Commissioner indicated, in a somewhat detailed survey, specific educational needs existing in Massachusetts which he believed the staff could co-operate in meeting. The following matters, discussed in that statement, have been accomplished or are in process of accomplishment: —

1. A more uniform course of study, particularly for rural areas, and concerned especially with the work of the first six grades.

2. A modification of the teachers' institutes, which for many years had been a regular part of the administrative activities of the Board. It was pointed out that the large increase in the proportion of trained teachers, and the general employment of professional superintendents, had made unnecessary the conduct of institutes for the purpose of the study of teaching method. It was proposed that this agency be modified so as to become a means of improving administrative procedure. In place of the teachers' institute, therefore, have been developed conferences of school committee members, superintendents of schools and secondary school principals.

3. Reorganization of the courses of the State normal schools and a change in the length of the course. The Commissioner held a series of conferences with the principals and faculties to formulate the principles underlying programs of instruction for the preparation of teachers for the first six grades. The work has been radically changed and now is more intensive.

Tentative plans for training teachers for service in junior high schools are being tested, and it is expected that definite courses will be developed as the demand for such teachers increases.

4. A reorganization of the business method of the normal schools, including standardization of purchasing, accounting, drawing specifications for repairs and buildings, and inspection of all construction under the direction of a business agent.

5. Certification of teachers in State-aided high schools, and extension of educational opportunities to children qualified to attend secondary schools but living remote from secondary school opportunities.

6. Extension of vocational education, particularly in the field of (a) agricultural education and (b) household arts and practical arts for women.

7. Longer tenure of office, and better-defined authority for union superintendents.

8. A simplification and standardization of school accounts, so that adequate and uniform returns may be made to the Board of Education.

9. A teachers' employment bureau.

10. Increase in the staff of the Board of Education necessary to carry out the intent of the Legislature in delegating administrative duties and functions to the Board.

INVESTIGATION AND RESEARCH.

From 1909 to 1915, in addition to the regular annual report, the Legislature required of the Board twenty-four special reports. The importance and scope of these reports are indicated by the titles which follow:—

1. As to the needs and possibilities of agricultural education in Massachusetts; and concerning the practicability of establishing a farm school in the city of Worcester, 1910.

2. As to the maintenance of textile schools and tuition fees therein, 1912.

3. As to more definite supervision of State educational institutions, 1912.

4. As to authorizing the Lowell Textile School to grant degrees, 1912.

5. As to establishing a State normal school in or near Boston, 1912.

6. As to establishing an agricultural school in or near Boston, 1912.

7. As to improving high school education and providing additional facilities for higher education, 1912.

8. As to State Normal Art School and the Boston Normal Art School, 1913.

9. As to compensating cities and towns for schooling furnished to wards of the Commonwealth or of the city of Boston, 1913.

10a. As to methods of supporting the public schools of the Commonwealth, 1913.

10b. As to the transportation of pupils attending high schools in cities or towns other than those in which they reside, 1913.

11. As to the part-time schooling of working children (preliminary report, 1913).

12. As to the establishment of an art school in or near Taunton or Attleboro, 1913.

13. Recommendation in case of petition of Suffolk Law School to grant degrees, 1913.

14. As to the retirement allowance of certain teachers in the public schools, 1913.

15. As to textile schools supported in part by the State, 1913.

16. As to schools for the deaf supported in part by the State, 1913.

17. As to the advisability and probable cost of establishing in the state normal schools and in secondary schools a curriculum in college subjects leading to a degree, 1913.

18. As to the publication of a manual upon the American flag, 1914.
19. As to sites of normal schools, 1914.
20. As to agricultural instruction for families, 1914.
21. As to instruction in State normal schools on the alcohol problem; and the preparation of a manual of instruction for teachers, 1914.
22. As to a proposed State university, 1915.
23. As to distribution of the burden of school support, 1914.
24. As to compilation of laws relating to public instruction, 1914.

The survey previously mentioned recommended that serious consideration be given to the following matters which have not yet been accomplished and now remain under discussion: —

1. State certification of teachers.
2. A thorough reorganization of the work in art education in the public schools, with particular reference to that under the immediate direction of the Board through the Normal Art School.
3. The after-training of teachers by meetings, summer schools and the like.
4. A development of the advisory functions of the Board in the erection of school buildings, planning of grounds, etc.
5. An extension of State agencies for training defectives and delinquents.

The Board holds that the establishment of certain standards for entrance to the teaching profession is essential to the welfare both of the schools and of the teachers. Already the principle of State certification has been in part endorsed. It looks forward to the complete adoption of the principle for all public school teachers.

The Board has given careful and prolonged study to the question of art training in the public schools and the needs of the Normal Art School for new buildings and equipment, but has not yet reached final conclusions. A site has been purchased by the Commonwealth for a new school, but for a variety of reasons the Board has deemed it wise to defer its recommendations for buildings.

The reports of the agents for high and elementary education discuss agencies for the after-training of teachers, and existing practices in the construction of school buildings.

It is the opinion of the Board that early attention should be given to the training of subnormal children. This attention should first provide for a better system of visitation and reporting on State-aided institutions receiving subnormal children. While these institutions are, no doubt, of the highest character, yet it is an established principle that the expenditure of public money should be followed by careful examination of the conditions under which the expenditure is made. The general statutes now give to the Board authority to make reports regarding these institutions, but appropriations for the necessary service have not yet been made. Moreover, the Board believes that the State should make a careful survey with the purpose of discovering how many children there are, not committed to institutions, who require a different educational treatment than that made possible through public schools as organized for normal children. Upon the basis of an inquiry of this sort, an adequate program for the better training of these children can be devised.

PUBLICATION.

The Board believes that one of the most fruitful methods of exercising its advisory functions is by careful reports, prepared by or under the direction of its staff. Seventy-seven bulletins will have been issued before the end of 1916. This method of reaching the public has proven successful, and the publications are sought not only by citizens of Massachusetts, but by individuals and institutions throughout the entire country and abroad.

An increased appropriation has made it possible to print and circulate more material this year than heretofore, and the list of 1916 publications is inserted at this point as a suggestion of what the Board believes should be a part of its permanent policy in dealing with superintendents, committees, teachers and others interested in education throughout the State.

Publications of the Board of Education, 1916.

[Numbers 1 to 8 are reprints from the seventy-ninth report of the Board, January, 1916. Those marked with an asterisk are out of print.]

Bulletins.

Numbers.	TITLES.
1	The Improvement of Educational Administration in Massachusetts.
2	High School Education in Massachusetts.
3	Rural Schools. 1. Administration: Relation between School Committees and Superintendents. 2. School Buildings. 3. State Course of Studies for the First Six Grades.
4 ¹	State-aided Vocational Education in Massachusetts. Continuation Schools. Training of Vocational Teachers. Industrial Schools. County Agricultural Schools. Statistics regarding State-aided Vocational Schools.
5	State-aided Vocational Agricultural Education in 1915.
6	Continuation Schools in Massachusetts.
7	Training of Vocational Teachers. Current Conditions in Industrial Schools.
8	Statistics regarding State-aided Vocational Education for 1914-15.
9	A Course of Study in Music for the First Six Grades of the Elementary Schools.
10	A Course of Study in History for the First Six Grades of the Elementary Schools.
11	A Course of Study in Drawing and Handwork for the First Six Grades in the Elementary Schools.
12	A Course of Study in English Literature for the First Six Grades of the Elementary Schools.
13	A Course of Study in Psychology and Hygiene for the First Six Grades of the Elementary Schools.
14	A Course of Study in Nature Study for the First Six Grades in the Elementary Schools.
15	A Course of Study in Geography for the First Six Grades of the Elementary Schools.
16	A Course of Study in Penmanship for the First Six Grades of the Elementary Schools.
17	A Course of Study in Arithmetic for the First Six Grades of the Elementary Schools.
18	A Course of Study in English Expression for the First Six Grades of the Elementary Schools.
19	Massachusetts Public School Administration. (A guide to school committees and superintendents of schools in determining and meeting their respective duties and responsibilities.)
20	Annual School Reports of Towns and Cities. (A study of school reports of towns and cities in Massachusetts.)
21	Educational Legislation in 1916.
22	Information relating to the Establishment and Administration of State-aided Vocational Schools.
23	Information relating to the Establishment and Administration of County Agricultural Schools and Agricultural Departments.
24	Administration of Evening Household and Practical Arts Schools. (State-aided Vocational Schools.)
25	Administration of Day Household Arts Schools.
26	Vocational School Statistics and Returns.
27	Project Study and Industrial Schools.
28	Educational Legislation of 1916 relating to State-aided Vocational Education.
29	Household Arts' Teachers Manual. (For grades 7 to 10, inclusive.)
30	Statistics of Public Schools, 1915-16.

¹ Bulletin No. 4 is made up of Bulletins Nos. 5, 6, 7 and 8.

*Circulars of Information.**Circulars.*

Numbers.	TITLES.
* 1	Registration of Teachers.
2	Certification of Teachers in State-aided High Schools.
3	Registration of Minors.
4	Teachers' Registration Bureau.
5	Supplementary Suggestions on the Teaching of Community Civics in First-year High School Classes.

Booklets.

* 2	Compulsory Continuation Schools.
* 3	The Panama-Pacific Exhibit of State-aided Vocational Education.

Lists.

	Massachusetts High School Principals.
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CHANGES IN THE STAFF IN 1916.

Not only has the year marked the conclusion of the services of Commissioner Snedden, but it has also marked the termination of the official connection of another valued officer, Deputy Commissioner William Orr, who began his work with the Board March 1, 1910. Mr. Orr resigned his office to become educational secretary of the international committee, Young Men's Christian Association of North America, with headquarters in New York City. The Board expresses its appreciation of the faithful and efficient service he rendered, both to the Board and to the educational interests of the Commonwealth.

The Board counts itself fortunate in securing for Massachusetts, as the second Commissioner of Education, Payson Smith, LL.D., who, after several years as teacher and superintendent of schools, served his native State of Maine as State superintendent of public schools for nine years. His work there has attracted nation-wide recognition for its purposeful leadership and its results in raising educational standards.

To few men is given the privilege of winning the esteem and confidence of the people of a whole State to the extent enjoyed by Dr. Smith. His ability to win co-operative effort has manifested itself in a State-wide appreciation of educational needs, a desire for better educational facilities, and a willingness to enact legislation to secure the desired ends. The reception accorded him in the past six months confirms the Board in its opinion that Dr. Smith is a man who, building on principles already accepted by the State, will lead our people to broader educational achievements.

Because of the rapid increase in the registration of the University Extension Department the Board has found it necessary to employ in that department two additional agents during the current year. Mr. Charles W. Hobbs was appointed agent for supervision of instruction, and began service August 1. Mr. Herbert A. Dallas was appointed agent in charge of classes in industrial subjects, and began service Dec. 1, 1916.

At the time of his appointment Mr. Hobbs was principal of the high school at Swampscott, Mass. He had spent the previous year in postgraduate study at Harvard University in the Department of Education, where he obtained the degree of A.M. After being graduated from Harvard in 1897, Mr. Hobbs taught languages and history in secondary schools in Dubuque, Iowa, and Utica, N. Y. From 1905 to 1912 he served as principal of the high school in Lower Merion, Pa. Later he was educational director of the American Institute of Child Life, and had charge of correspondence instruction which reached over 10,000 students.

Mr. Dallas was born in Boston Aug. 19, 1878. He was educated in the Boston public schools, the evening high schools and at the Franklin Union. He has been employed in a variety of capacities in electrical work. From 1904 to 1906 he served as electrician in the department of public buildings in the city of Boston. From 1906 to 1915 he was employed in the department of electrical engineering of the Boston School House Commission as assistant to the electrical engineer. In 1915 he was appointed secretary of the State Board of Examiners of Electricians, a commission appointed to license individuals and firms engaged in the electrical business.

SALARIES.

The Board believes that immediate recognition should be given to the just claims of certain of its employees for increased salaries. It has been the custom of the Board, so far as practicable, to fix the compensation of members of the office staff and of teachers and employees in the normal schools on the basis of the probable value of their service at the time. The intention has been to provide reasonable increases of salary as the value of the service would increase through experience. By applying the merit system the Board believes that it has best served the interests both of the State and of the individuals in its service. A number of the employees of the Board, both teachers and members of the office staff, entered the service of the State at relatively low salaries, expecting that increased material recognition would be given them as soon as their experience would justify such recognition. The Legislature has, however, refused to make appropriations which will enable the necessary increases of salaries to be made, and the Board has been unable to fulfill what it believes to be its obligations to these employees. It finds itself, therefore, confronted with a situation where, for example, it has several agents who are receiving precisely the same salaries that were paid for the same service to agents in the employ of the Board twenty years ago. The increase in living expenses and the recognition given in practically all other departments through increased compensation for expert service make evident the justice of the claim for increases of salary to these persons. Besides, there have been clear understandings in several instances that promotions in salary would be given.

A similar situation obtains in the normal schools, where the salaries have hardly kept pace with those paid in positions of like character in other public schools. The Board believes that the State, in its own institutions, should certainly not set lower standards of compensation, and consequently, implied lower standards of qualifications and service, than in other schools. The Board includes in its estimates for the year 1917 a recommendation for an appropriation to provide

for these reasonable salary promotions, and earnestly hopes there may be no further delay in meeting what can be described as hardly less than a critical situation.

LEGISLATION, 1917.

The Board is recommending to the forthcoming General Court no legislation affecting general, State-wide education. Owing to the reorganization of the staff, because of the resignation of the Commissioner and deputy commissioner, the Board has deemed it wise to postpone parts of a legislative program previously begun until such time as the incoming Commissioner shall have had opportunity to acquaint himself fully with the educational needs and resources of the State. The Board will not abandon permanently its legislative program as outlined in the seventy-ninth annual report. It is proposing in effect, by an increase in its estimates for regular administrative expenses, to care for a portion of that program through regular, rather than special, channels, if the General Court will make the necessary appropriation.

Attention has been directed to the studies and investigations made under the direction of the Board at the request of previous Legislatures. In few cases has a special appropriation been provided for the work. The Board anticipates that similar demands will be made in the future, and is convinced that it should have means at its disposal for securing more nearly adequate information concerning those educational activities to which contributions are being made out of the State treasury.

The time is come when for a proper development of its work the Board should have a permanent appropriation for securing, as needed, the services of temporary special agents expert in the fields of education to which the State is contributing but is giving little or no supervision.

The Board recommends a special appropriation for the construction of a dormitory at the Framingham Normal School.

PROPOSED RESOLVE TO PROVIDE FOR BUILDING AND FURNISHING A
DORMITORY, AND FOR CERTAIN OTHER IMPROVEMENTS AT THE
STATE NORMAL SCHOOL AT FRAMINGHAM.

Resolved, That there be allowed and paid out of the treasury of the commonwealth a sum not exceeding one hundred and forty-five thousand dollars to be expended, under the direction of the board of education for building, equipping and furnishing a dormitory, and for certain other improvements at the state normal school at Framingham.

In recommending this proposal, the Board makes the following statement:—

At the present time there are 117 girls attending this school who are living in groups of from two to five or six in hired rooms scattered about the village. The Board believes that this condition should not continue longer. It calls attention to the large responsibility involved in the proper supervision and control of young women attending this school, and emphasizes the importance of providing for them the same advantages afforded to students generally by the accommodations and environment of dormitory life.

Because of this urgent need, and the persistent demand on the part of citizens whose daughters are attending this school, the Board requests that an appropriation of \$145,000 be allowed for dormitory construction this year.

Respectfully submitted,

FREDERICK P. FISH, *Chairman*,
JEREMIAH E. BURKE,
ELLA LYMAN CABOT,
JAMES CHALMERS,
A. LINCOLN FILENE,
THOMAS B. FITZPATRICK,
FREDERICK W. HAMILTON,
PAUL H. HANUS,
MARGARET SLATTERY,

Members of the Board.

PART II.

REPORT OF THE COMMISSIONER.

From the earliest times the people of Massachusetts have had faith in education. They have believed in it as a means for conserving both human and material resources. They have regarded it as a safeguard of the social, moral and political welfare of the people. They have held it to be the chief instrument of democracy for its own insurance. They have therefore been generous in the support of their institutions of education, tenacious of what has seemed to them fundamental in their plans and methods, yet ready to adopt any proposal clearly demonstrated as likely to promote their well-being.

In his brief official connection with the Massachusetts State Board of Education, the commissioner has endeavored to formulate for his own guidance some of the educational aims, purposes and ideals of the Commonwealth. With the background of that profound respect which every student of American education must feel for the educational history and traditions of this State, he has endeavored to analyze, broadly, those recent developments upon the basis of which or connected with which the progress of the immediate future must be made.

One who would attempt to serve at all effectively in an administrative office must establish as clearly, and as early as possible, the points at which the developments of the past and of the present may be expected to connect with those of the future. At first in a general way, and later in detail, the commissioner hopes, therefore, to be able so to analyze the educational situation that he will have available the information and the material for the service he earnestly desires to render to the Board and the interests of the Commonwealth it represents.

Because they seem to him to represent the leading indices for the general analysis mentioned, the commissioner has selected for discussion in this report five main topics, — (1) recent educational legislation, (2) recent activities of the executive offices of the Board, (3) status of the agencies for the training of teachers, (4) recent tendencies in school organization and (5) certain obvious problems of outstanding interest.

Before proceeding to this discussion, however, the commissioner wishes to record his own recognition of the contributions made by his predecessor, Dr. David Snedden, both in ideals and in practical service to the office he held. The work done by him for the development of education in Massachusetts was marked by an originality of thought, by a vigor of attack, and by a breadth of vision which establish his place high among the men who have served the Commonwealth and have helped to give it a place of commanding educational influence. Requested to do so, Dr. Snedden has prepared a statement for presentation in this report, and this statement will be found as a part of this section. The service of Dr. Snedden extended over half the year covered by this report. For this reason, as well as for the more important one of making available the valuable conclusions he draws out of his experience as Commissioner of Education, there is peculiar propriety in this presentation.

RECENT EDUCATIONAL LEGISLATION.

The laws enacted by a people, particularly as they relate to matters of social welfare, constitute a reasonably good index of progress within the field to which they apply; this is peculiarly true of those that deal with education. The schools come so close to the interests of all the people that little legislation is likely to be enacted that does not meet the test of public opinion; hence, one may regard school law not only as showing the standards the people expect their schools to meet, but as reflecting the changes the schools are undergoing.

From this point of view, a study of recent legislation in Massachusetts is illuminating. Probably no like period in the history of the Commonwealth has produced a body of statutes more important or more far-reaching in its effects than that

of the past six years. The following is a brief review of the more important of this legislation.

Legislation of 1911. — By the Acts of 1911, chapter 471, there was provided a codification of laws relating to State-aided vocational education. This act assembled the entire body of previous legislation regarding vocational education, and undertook to establish definite administrative standards. In a bulletin forthwith issued by the Board, these standards were outlined, and they have provided the basis on which these schools have since developed. Additional and perfecting legislation in harmony with the first codification has since been enacted on this subject.

By chapters 384, 399 and 444 of the Acts of 1911, the tenure of office of superintendents of schools in unions was fixed for a three-year term. By the provisions of these acts a superintendent cannot be dismissed, nor can a union be reorganized within the period named, without the consent of the Board. The professional status of the superintendent of schools was further established by fixing in the office of the superintendent the direct responsibility for recommending to supervising school committees teachers, textbooks and courses of study.

By chapter 375 of the Acts of 1911 the Board was authorized to grant certificates to teachers employed in State-aided high schools. This legislation has effectively added to the means already provided the Board for assisting local school authorities in their efforts for the improvement of these schools.

Chapter 78, Acts of 1911, provided for additional State scholarships at the Massachusetts Institute of Technology, and placed the administration of these scholarships under the control of the Board.

Chapter 731 of the enactments of this year directed the Board to organize the Teachers' Registration Bureau. The object of this act is to afford a medium of communication between teachers and school officers for their mutual service in the filling of vacant teaching positions.

Chapter 537 of the Acts of 1911 extended the opportunities for secondary school education in remote districts of the Commonwealth by authorizing reimbursement for tuition. This reimbursement is allowed to towns of 500 families paying

tuition of children in high schools outside the town of residence, and is made with the approval of the Board.

Several acts (chapters 241, 268, 269 and 310) were passed in the same year, with the aim of codifying age and schooling legislation and of lodging responsibility for its enforcement in the State Board of Labor and Industries.

Legislation of 1912. — Chapter 106 of the Acts of 1912 provides for State-aided evening classes in practical arts for women, to be given under the supervision of the Board of Education.

Chapters 566 and 587 were enabling acts passed by the Legislature on the petitions of citizens of Bristol and Essex counties. In accordance with these enabling acts, State-aided agricultural schools have, upon referendum vote, been established in these counties.

Chapter 87, resolves of this year, enlarged the scope of higher education at public expense by establishing additional free scholarships at the Worcester Polytechnic Institute.

Legislation of 1913. — Chapter 779, Acts of 1913, codified and modified, in various important particulars, the laws relating to school attendance. The Massachusetts Superintendents' Association initiated this legislation, and rendered valuable assistance in presenting it for the consideration of the people and of the Legislature.

Upon the basis of a report on part-time education made by the Board, the Legislature, under the provisions of chapter 805 of the Acts of 1913, authorized towns and cities to establish continuation schools for the education of minors between fourteen and sixteen years of age, while regularly employed. This enactment requires, when such schools are established, that minors of the designated ages shall attend them for not less than four hours a week between 8 o'clock in the morning and 6 in the afternoon. The time so spent must be reckoned as a part of the time minors are permitted by law to work. Thus far the city of Boston, alone, has taken advantage of the provisions of this law.

The teachers' retirement act, chapter 832 of the Acts of 1913, is by common consent a measure of prime importance. The principles embodied in it were formulated in a report made to the Legislature after a most careful study by the Board. This

law has met the test of experience, and has been adapted in the legislation of other States.

Legislation of 1914. — By the provisions of chapter 714 of the acts of this year, a reasonable tenure of office is assured to the teachers, and adequate protection afforded them in matters affecting their terms of employment. This act, together with the teachers' retirement act of 1913, has done much to fix satisfactorily the status of the teacher.

A measure to improve the efficiency of the vocational schools was the enactment, in 1914 (chapter 391), of a law which provides for the training of teachers for service in these schools.

Legislation of 1915. — Aside from various minor amendments perfecting certain details of other legislation, the most important enactment of this year was that of chapter 294, General Acts, which established the Department of University Extension, and provides for correspondence courses conducted under the direction of the State Board of Education. This legislation carries forward into effective action a desire long felt among the people for the recognition of wider educational opportunities for those who are not directly to be served by established institutions.

Legislation of 1916. — Chapter 102, General Acts, establishes machinery for keeping a continuous record of the school attendance of all minors in the Commonwealth.

Reviewing the foregoing legislation, it is clear that Massachusetts has kept pace with the progressive demands of the age. There is not lacking, happily, evidence that each step has been taken only after careful study of existing situations and of the probable permanency of the proposed innovation. Particularly marked, of course, are the successive steps in the direction of perfecting the relatively new field of vocational education. It is not necessary here to review in detail the long period of vague unrest and dissatisfaction with existing institutions or the periods of study and propaganda. It is sufficient now to note that, following these, and after a period of successful experimentation, there has arrived the time of general acceptance of this form of education.

It is clear that certain of these enactments point to the intention of the people to provide educational opportunities more

generously. While Massachusetts has been fortunate in the extent to which private benefaction has opened the way to higher educational opportunity, it has become apparent that some form of co-operation must be established for the freer use of that opportunity. The experiments that have been authorized through free scholarships and extension teaching are indications that Massachusetts does not intend to disregard one of the most significant movements of twentieth century education in America.

The legislation that bears upon the status of the teacher will be noted chiefly for its relation to her material and economic condition. Good effects of this legislation on her professional status, and particularly on her efficiency, cannot be lacking. The protection afforded by a reasonable tenure, and the sense of security that results from old-age provision, undoubtedly make for the increased happiness, and, hence, the increased value of the teacher during her period of service. Moreover, this legislation gives a striking illustration of the regard with which the people are holding a group of public servants not always hitherto carefully considered as to their material rewards. There is, however, a singular disregard in the Massachusetts statutes of the professional requirements made of teachers in practically all of the other States. It cannot escape notice that a State which affords protection against incompetence in the widest possible range of occupations, including both the professions and the trades, still makes practically no restrictions as to those who are to be given responsibility in the training of children.

While those laws that directly affect superintendents of schools may appear to be of relatively minor importance, yet upon analysis it is clear they are not to be so regarded. The office of the school administrator is a vital force in the entire system. If it is permitted to be weakened by the removal of responsibility, or if it be endangered by sudden and irresponsible agitation or attack, or if it be subjected to subtle manipulation for selfish political or partisan ends, then disaster awaits in some measure all the parts of the system which the office touches. Therefore, the legislation of these recent years which aims to lift the office of the superintendent of schools, and to

invest it with responsibility commensurate with its real importance, may well be regarded as of primary importance not only to the office itself but to the schools it administers.

ACTIVITIES OF THE STAFF OF THE BOARD.

One of the most distinct tendencies of American education at present is that in the direction of State control. This is not, as it may sometimes appear, the result of the desire of the State Office of education to extend its authority. It is rather the result of the desire of the people to make use of the State Office for giving expression to such of their plans as have come to stand as of State-wide application. This tendency to place increasing power in the State Office is, indeed, so strong that it is not uncommon for Legislatures to place on such offices responsibilities unaccompanied by adequate means for their proper discharge.

There would be few to dispute the contention that the State is the educational unit and primarily responsible for the establishment and maintenance of standards of educational opportunity for all children. These standards are already definitely fixed in Massachusetts in such matters as the length of the school year, the period of compulsory schooling, the range of school courses, the provision of school materials, and, under some conditions, certain extended privileges, as, for example, evening schools. Many recognize that compulsory education laws, enacted by the State, place upon the State the obligation of protecting children against inferior instruction or insanitary and unfit school buildings. This recognition will eventually bring about some means of enforcing State-wide standards and of making the resources of the State available for their support.

Moreover, there are bound to exist problems of a special kind, such as the training of defectives and other special classes that can be effectively dealt with only by the State. In common with other States, Massachusetts has followed to some extent the policy of co-operating, through State aid and encouragement, in the forwarding of those projected improvements that are accepted as wise, but are difficult of initiation on local support alone. A measure of State control is admitted as necessary and proper in any co-operation of this sort.

Granting, however, the necessity of perfecting the means of enforcing such standards as the people of the State generally agree upon, and of carrying forward the special activities that local communities cannot successfully provide for, there remains the fact that local initiative based upon local interest must be the really vital force in school improvement. While the State may well undertake to maintain a level of educational efficiency for generally accepted activities (seeing that no community by reason of poverty, indifference or neglect suffers an unsatisfactory condition to obtain), yet, in the main, it would be unfortunate to attempt to remove from the local town or city responsibilities that it can appropriately and successfully bear.

Massachusetts will not disregard either its own experience or the significant tendencies of American education in further perfecting a policy of wise State administration, including certain features of control. The commissioner believes, however, that the Massachusetts State Office of Education has done and will do, its most effective work not upon the basis of a policy of State control or of bureaucratic authority. From the time of its establishment the Massachusetts State Board of Education has been an effective instrument of the towns and cities; used by them through the studies it has made, the reports it has issued, and the disinterested advice it has been prepared to give. The commissioner, while realizing the growing consciousness of the State as a responsible unit, foresees that the finest type of service to be rendered by the State Office is implied in its historic precedents.

The recent activities of the Board are reported elsewhere by the Board and, in detail, by the members of the staff. While the commissioner finds it unnecessary to comment upon these in detail at this time, he hopes it may not be regarded as inappropriate for him to declare his faith in the nature of the work that has been undertaken, and particularly his appreciation of the devoted attitude of his associates in its promotion.

Of the newer activities involved in industrial education, the placement of teachers and university extension, it is gratifying to note that the methods of their conduct have been so carefully projected that few, if any, fundamental changes seem likely to be required.

The administration of the various activities of the executive office of the State Board of Education is described somewhat in detail in Section III. of this report. The description undertakes to outline more particularly the recent developments of these activities, and is a digest of reports made by its members. On this work in its established relations the commissioner will not comment at this time. Of the two most recent undertakings, however, he desires to speak briefly.

The establishment of the Teachers' Registration Bureau marks the accomplishment of a new relationship between the State Office of Education and the teaching force of the State. Probably in the inauguration of this department, Massachusetts has undertaken one of the most serious experiments in the direction of the placement of teachers that has been attempted through State auspices. From an analysis of the activities of the Bureau it seems clear that it has established itself fully in the confidence of the persons for whose service it was created.

In the Department of University Extension the commissioner sees a significant and promising undertaking. The establishment of this department is directly in line with a distinct tendency in the direction of extending widely all kinds of educational opportunity. To be sure, there is ample reason for studying most carefully every undertaking that may be the outgrowth of it. Particularly in a field whose limits are not easily bound, there is danger of costly experimentation that would yield only temporary results, or those not commensurate with the expenditure involved. An analysis of the activities of the Extension Department already undertaken indicates the work it can first undertake with largest likelihood of service to the Commonwealth. There is nothing in the figures showing enrollment in courses, or in the demands for enrollment, to indicate that there are a large number of persons who intend to profit by correspondence instruction, with a purpose of pursuing college courses, particularly with the aim of securing credits for work of collegiate grade. Extension teaching seems likely, in Massachusetts as in all other states where it has been undertaken, to be chiefly valuable to those persons who, already engaged in some occupation, desire the means of increasing their equipment for that work, or for securing such training as will

enable them to enter some other occupation, or for the pursuit of some cultural object. It is probable, therefore, that this department will render for the present, at least, its most effective service to the Commonwealth by studying carefully the major needs as reflected in the requests of those who seek correspondence instruction, and of expending its resources on the basis of the relative value of the different demands. It would be a mistake to attempt to establish the department or to carry forward its work on the basis of any theory unsupported by actually existing conditions.

University extension in other states has not radically differed in practice from that which seems already to be indicated as the major task for Massachusetts. Possibly the term "university" is somewhat a misnomer, in so far as it leads to the conclusion that university extension has chiefly to do with collegiate courses. In so far as the term applies to the releasing of the facilities of education to the more universal demands of the people, it has justification. However, it is possible that the term "educational extension" would be one less likely to be misinterpreted or misunderstood. As a medium for utilizing the instructional forces of all of our institutions in a co-operation of educational effort, the Extension Department has a supremely good opportunity. The commissioner believes that the success of the extension service in the future will be measured by the extent to which it is able to make effective use of this service in the extension of educational privilege to those who, for various reasons, can no longer look to established institutions for their educational stimulus.

AGENCIES FOR THE TRAINING OF TEACHERS.

The historic policy of the normal schools has been to represent the best in current pedagogical thought, never in advance in its practice to the point of exploitation, but always sanely experimental. In so far as clear thinking, careful planning, and first-hand knowledge of existing and proposed public school organization can bring it about, it is one task of the normal schools to anticipate needs and train teachers able satisfactorily to meet them. In schools of observation and practice under its control the normal school seeks to bring

about conditions that may serve to present to prospective teachers the best practices, through participation in them.

Many educators are convinced that the common elements in the education of children up to about twelve years of age (the first six grades) are so well recognized, and that effective methods of teaching have been so clearly formulated that this may well be called the elementary school period. The educational process for children in this stage of development is relatively simple, the subject-matter is elementary, and teachers can be well trained to direct all of the school-room work.

Substantial differences are recognized, however, as necessary in the education of children of the ages from twelve to sixteen. Most educators in public school work are convinced that we need (*a*) more varied opportunities, (*b*) a new formulation of materials to study, (*c*) new or greatly modified methods, (*d*) a school organization with more comprehensive aims, (*e*) a different grouping of pupils.

A variety of names have been applied to the proposed organization for accomplishing these purposes. Among these are reorganized courses, the intermediate school, the junior high school. In some places it has been proposed to leave the high school as it is, a four-year course, and let the new agency deal with the pupils now cared for by grades 7 and 8. In others, it is suggested that the new agency should deal with children now in grades 7, 8 and the first year in high school. Local conditions will doubtless be the determining factor for a long time, but the new type of school represents either a two or three years' course.

In making plans for the new type of school, superintendents have, as a rule, assumed that the teachers shall be departmental teachers. Realizing the need for adequately trained teachers in special subjects, provision has been made for organizing new types of instruction in the normal schools, and it may be confidently predicted that superintendents will find in reasonable numbers trained teachers for the following groups of special subjects: —

1. Teachers of practical arts, Fitchburg Normal School.
2. Teachers of household arts, Framingham Normal School.
3. Teachers of commercial arts, Salem Normal School.

4. Teachers of drawing, Normal Art School.
5. Teachers of music, Lowell Normal School.

The commissioner finds that careful consideration has been given to the problem of training departmental teachers of academic subjects for the reorganized upper grades. It is clear that the new type of organization will call for teachers for the following subjects:—

1. The various branches of English expression.
2. English literature.
3. Geography.
4. Hygiene.
5. Practical science.
6. American history.
7. Elementary social science and civics.
8. Mathematics: arithmetic and possibly the elements of algebra and geometry.
9. In some cases a foreign language.

It has been assumed that the normal school is not to train teachers of foreign languages, but in the other subjects it is believed that training courses can be organized effectively if a satisfactory grouping could be arranged. Through the normal schools certain definite experiments have been begun in an attempt to answer the following questions among others:—

1. In view of the probable increasing emphasis on physical education and related hygiene in the new type of school organization, what is the duty of the State, through the normal schools, in training teachers of these subjects?

2. Is it desirable that one or more normal schools should endeavor to prepare departmental teachers for science in upper grades, and since this subject will not, as a rule, occupy the full time of a teacher, what other subjects should be grouped with it so that effective training may be given?

3. What are the normal groupings of subjects in which departmental instruction should be given in the new type of school, and for which specific training should be given in the normal schools? For example, is it better that English expression, English literature and history should constitute one group, and geography, arithmetic and hygiene another?

In trying to establish these groupings it is believed that effective training courses cannot be organized to prepare teachers to teach all these subjects so as to satisfy the efficiency demands that will come out of the new type of organization, and it is further believed that it is undesirable for the normal school to try to meet every variable demand for teachers, with unusual groupings of studies, which a temporary local condition may seem to make necessary.

At this time definite answers to these and many similar questions cannot be given, but there is the very evident intention that the Massachusetts normal schools shall be of the greatest possible service by training teachers not only for teaching new subjects, but for more effectively teaching those subjects which are recognized as necessary in modern pre-high-school education.

The commissioner would record his conviction that of all parts of the school system the normal schools represent the most important. Upon them not only devolves the duty of preparing teachers for the accepted tasks of the schools, but they must likewise be held chiefly responsible for carrying forward the schools of the State along lines of safe progress.

CONDITIONS AFFECTING REORGANIZATION OF MASSACHUSETTS SCHOOLS.

In Massachusetts, as elsewhere, the public schools are rapidly undergoing reorganization. Experiments are everywhere being tried for the purpose of better adjusting methods, courses and programs to the demands of present social and economic conditions.

The ideal of common school education has not changed. Now, as always, it is the desire of parents and educators that children should come from the common schools resourceful, self-directive, and with good habits established. Fundamentally, the common school stands in the thinking of the people as an institution that ought to be kept quite free for utilizing such agencies as it may possess to aid the child in the development of his physical, mental and moral powers. Especially, the common school has in public opinion a very definite

purpose, — that of giving to the child the rudiments of his education.

It is not mere adherence to a tradition that leads to the insistence of the public that the “three R’s” be thoroughly taught. The subjects so designated are the tools which the child must possess. Those who administer and teach the common schools, therefore, do well to recognize that only upon the condition of the satisfactory accomplishment of this primary task will there be any ready consent to further undertakings.

Reorganization, therefore, is not affecting elementary education with respect to its aim. But there is a very distinct effort to indicate the time that should be set apart for the completion of its work, and to discover to what extent and in what ways its offerings may be used to establish sound mental habits and to create in the child an interest in those things that make for general intelligence.

The general aims of secondary education, while they have offered courses quite different from those of the common schools, have not until within recent years radically differed, save in scope, from the general aims of the common schools, except, of course, that the secondary school has always been charged with the responsibility for providing the right form of approach to collegiate education. The other aims of secondary education have been rather vague and indistinct. Within a few years, however, there have been increasing demands that secondary education should provide avenues of approach to certain fields of activity. As over against preparation for college, the general terms “preparation for life” and “preparation for practical efficiency” have been used in connection with courses for those students who are not planning to go to college. Consequently, secondary education is now peculiarly the center of the reorganization that is, to some extent, affecting all educational institutions.

Within the very recent past intensive study of the secondary school field and its contiguous territory has brought about various experiments. These experiments generally are based upon the following propositions: —

First. — That educational activity should be based upon the principle of development, and the fact that development

of the mental powers must be based upon an understanding of the laws that regulate their growth. It is illogical to attempt to make use of courses or methods that are not adapted to the stage of development during which an institution has to do with the pupil. Consequently, there is a searching scrutiny, not only of the secondary school itself, but of the upper elementary grades and of the first college years, to see whether or not the subjects and methods employed there are clearly well adapted to the needs of the youth who come within the influence of those years.

Second. — That education of the right kind will adjust satisfactorily the individual to his environment. It seems quite clear that, in the long run, education will prove its benefits both in what it will do in bringing the individual into right relationships to his environment, and in what it will do, through the activity of the individual, to improve the general environment of humankind. This twofold object is to be achieved through a study of the needs, tastes and capacities of the individual on the one hand, and of social and economic environment on the other. The secondary school period, dealing with increasing numbers of youth who are close to the entering point of their life work, must not neglect any opportunity to perfect this adjustment. It can well afford to eliminate anything which is purely incidental, if by the elimination some more direct contribution can be made. Consequently, secondary education is being very closely examined to see whether or not it is being utilized to the most effective results as an instrument of adjustment. This study in itself has raised innumerable questions of relative values, and has already called into question time-honored precedents and traditions. To preserve the correct balance between the radical innovation that presses for recognition and the tradition of apparently established value is not the least of the tasks that have recently been imposed upon secondary education.

Third. — That the school should definitely prepare the individual for the efficient discharge of a specific set of duties. Those who have properly desired that the schools should play a larger part in perfecting the adjustment of the individual to his environment have, by no means, been content with general-

izations. It has been inevitable that there should come the concrete demand for the preparation of the individual for some specific occupation. This demand, in so far as it relates to certain conditions, has been met through the establishment of vocational schools. However, there remain the large numbers of the youth who do not make an early choice of a vocation, and who go on into the secondary schools, delaying a little their decision. The secondary school situation, however, reflects clearly enough that the decision has been only delayed, and that the secondary school itself comes to be the institution wherein the youth is facing and trying to solve the perplexing problem of the choice of a vocation. Hence, there have come into the curricula of secondary schools courses in practical arts, commercial branches and others with definite goals, and practically all of the courses offered in these schools have come under study and frequent readaptation, so that they might contribute somewhat to the solution of the outstanding problem of youth, — the choice of a vocation.

Fourth. — That there should be retained among the people certain values that have always been highly regarded as essential to an enlightened civilization. Few would seriously contend that there can safely be disregarded, in modern education, those contributions that have been made, through all the ages and by all peoples, to the development of our institutions as they stand. Thus it is that discussion of new and pressing problems has not, by any means, eliminated the belief that so-called cultural values must remain largely represented in secondary education.

All these considerations have resulted in various experiments of school organization. Massachusetts repeats its history in having again become a fertile field for the testing of the means by which an American system of education may be finally evolved.

Of course, the task of reorganizing public education becomes complicated, because social and economic conditions in an industrial state do not remain static for any considerable period. It is, however, a cause for congratulation that the elements of flux that so strongly prevail in American social and industrial life are likewise found active in American educational

institutions. The commissioner believes that the secondary school in Massachusetts, as elsewhere in this country, will not find its place as a narrow institution for a selected group of pupils. It is likely rather to be the most effective of all our institutions in raising the level of democracy, both social and industrial.

CERTAIN OBVIOUS PROBLEMS OF OUTSTANDING INTEREST.

While the commissioner is not as yet prepared to state in detail any measures for meeting certain apparent needs, yet these are so obvious in their outstanding importance that he believes he would not be justified in deferring his mention of them. The circumstances which create these needs have not been without the serious study of the Board and of citizens. Attention has already been called to them by exhaustive reports. Legislative action has not yet resulted, and until such action is taken the commissioner believes that these problems should be continuously kept before the people and their representatives.

Three problems of educational organization, much discussed in Massachusetts in recent years, require consideration and action.

1. Adoption of an equitable plan for more nearly equalizing educational opportunities and costs throughout the State.
2. Formulation of a coherent State policy in educating and training defective, delinquent and subnormal children.
3. Extension of opportunity, and more effective agencies for immigrant education.

1. Equalizing Educational Opportunities and Costs.

This subject has received considerable public support, and a number of bills looking toward a general tax for State support of schools have been presented to the Legislature. Apparently these bills have failed to pass largely because of objection to the proposed methods of distribution of revenue derived from such tax. In short, while there appears to be a growing conviction that the State may in justice contribute larger sums for equalizing educational opportunity and costs, a satisfactory solution of the problem has not yet been found. It is not the

present purpose to propose a complete solution, but rather to emphasize the need and to urge continued attention to it.

Of all the States in the Union from which returns are listed in the 1914 report of the United States Commissioner of Education, Massachusetts contributes the highest per cent. for the support of schools from the proceeds of local taxation (96.37), and the very smallest from the proceeds of State taxation (.99); and yet there are probably few States in which greater variations in available taxable resources are found. For example, while the State average of taxable property per unit of membership in the public schools is about \$8,500, there are communities having a valuation per pupil in average membership of four, five, and even six and one-half, times as much, and, on the other hand, there are more than a score of communities having less than one fourth as much per pupil, running down to a few communities with valuation amounting to one seventh of the State average. The ability of some communities to support public education, measured in terms of valuation per pupil, in the last-named group is approximately one forty-fifth of that of the richest community. It is not, so far as known, maintained by anybody that the Massachusetts School Fund — the contributions made by the State to the salaries of union superintendents, and the tuition and transportation of high school pupils — constitutes a sufficient equalization fund, nor one in any way proportionate to the State's educational need or the State's ability to provide educational opportunities.

The report of the Immigration Commission in 1914 urged important extension of educational opportunity in which the State should share the cost, and stated:—

The Commission considered the conditions involved in any suggestion for increased expenditure. Unquestionably municipal, county and State expenditures — most of them necessary, many of them inevitable, some of them inadequate — have reached a point where there must be a halt in progress or else a reorganization of our archaic system of taxation.

In two reports required by the Legislature (1913 and 1915) the Board of Education has made this statement regarding its position in the matter of an extension of State aid to public schools:—

The Board is of the opinion that sound educational policy on the part of the Commonwealth, looking to the maintenance of an efficient system of public schools throughout the Commonwealth, requires that a number of towns and cities, not now in receipt of financial assistance for the support of public education, should be so assisted, if the financial resources of the Commonwealth permit the necessary expenditures for that purpose. The Board recognizes that there are involved, in proposals for further substantial contributions by the State to the support of public education, fundamental questions of State fiscal policy not within its purview. The Board is convinced that the practice of other States and countries, in distributing the cost of supporting public education between the local community and the State or Nation, is sound in principle and has produced good results, in that through State supervision higher standards have been established and maintained, and poorer communities have been enabled to offer better educational facilities. No sacrifice of local interest need be involved. The Board refers the entire subject to the General Court as worthy of careful consideration.

Massachusetts statesmanship will not tolerate as a permanent policy a choice between no "progress" or a reform in an "archaic system of taxation." Indeed, it appears that Massachusetts is taking an important step forward by its new taxation system, becoming effective in 1917, but it is of the utmost importance, in the discussion of distribution, that the educational needs of the State should be given careful consideration.

2. *Education of Subnormal Children.*

The education of subnormal children in this State has scarcely received the attention in recent years that it deserves, although important studies and recommendations have been made by the Board. As has been stated before, Massachusetts is contributing to private institutions training the deaf, the blind, and to some degree the crippled, but there seems to be no policy of State support and supervision, and little realization of the tremendous scope of the problem or the possibilities of training. It is time that knowledge, experience and insight, now existing but scattered, should be focussed upon a problem becoming more and more serious every year. Important considerations affecting social welfare are at stake. The first step is to take account of stock by finding out what we are accomplishing and what we are failing to accomplish; the num-

ber we are reaching, the number we are not reaching; how efficiently we are training those we reach by existing institutions, and the possibilities for future development. The ideal of resourceful, self-directing citizenship can never be reached until those of our fellows who labor under physical or other handicap are trained to such a degree as may be possible to be self-supporting and self-respecting; and some measures of effective control are devised for those who cannot be trained to live as productive social units.

3. *Extension of Opportunity, specifically for Immigrant Education.*

Nearly three years ago a survey of commanding interest and of great value on immigrant conditions was submitted to the Legislature. This report gave due weight to education as a force in Americanizing the immigrant. The opening paragraph of the chapter on education is as follows:—

Education is and must always be a most important factor in the solution of the many difficulties and misunderstandings that come with a highly complex population. Only by education can immigrant children representing every nationality and every grade of social development be prepared for equal participation in the responsibilities of citizenship. For the most part, only through special instruction in the evening schools can the adult immigrant be given the opportunity to learn English, to supplement his inadequate training and to prepare for naturalization.

This most thorough and careful study of existing conditions, made by people fully conversant with Massachusetts methods, resources and traditions in education, stated definite and weighty conclusions, several of which may be briefly summarized as follows:—

(a) The State is peculiarly an interested party in the case of immigrants soon to become citizens.

(b) Special training in addition to regular education of children must be provided.

(c) The immigrant moves from place to place, as conditions in the labor market make necessary. It is unfair to make his first place of residence pay the entire expense of his education.

(d) Local communities are unable to bear the entire expense.

(e) The State's share in the expense should be dependent, in a measure, upon the local taxation rate for the maintenance of the local public schools.

(f) Since the largest number of immigrants arrive in the spring and summer months, educational opportunity should be provided for them at those seasons, as well as during the fall and winter months, as is customary.

(g) Schools or classes for immigrants, supported jointly by State and community, should be established and maintained under the direction of the State Board of Education, which should have authority to approve such schools as to location, organization, equipment, courses of study, qualifications of teachers, methods of instruction and expenditure of money.

So far as is known, no one has attempted to disprove the essential soundness of these conclusions, but no laws have been enacted to render them effective. Meanwhile, so far as local resources permit, the aims and purposes of immigrant education as stated by the Commission can be made partially effective by a reorganization of evening school work. School superintendents, committees and taxpayers, keenly realizing the importance of this problem, and addressing themselves more seriously to the means of its solution, can at once greatly improve the facilities already available.

IN CONCLUSION.

There is a tendency to attribute to the institution of the school a large measure of results in education. There is often a failure to appreciate both the educational power and the educational responsibility of other agencies.

The child is educated in part, but only in part, by the school. He is likewise educated by the home, by his tasks, occupation and play, by the community life and by all social agencies, by the church, and, in brief, by all the influences that are to be found in his environment. While important within its field, the school may be a relatively minor factor in the making of the full-grown man.

The school, however, must both affect these other agencies and be affected by them. In simpler days schooling could well be a relatively simple matter; children commonly had a wide

range of contacts with their environment not accessible to-day in crowded cities and flat dwellings. Most homes were, far more than now, engaged in the production of food, clothing and the ordinary necessities of life. In all the operations involved children had a part. They worked with their elders; they attended the same social functions; they had the same amusement opportunities. Long before they could vote they went to town meetings. They read the same books and papers, and heard their contents discussed. All these things contributed to the education of a generation.

Rapidly social and industrial life has changed. A complex environment, vastly different from that of a generation ago, the child must learn to interpret, to react upon, and to use to the end of becoming an effective contributor to the civilization of his own time.

The school seems destined to have an increasingly important part in the process of helping children to know and understand the social organism and to find their places in it. It is the institution set apart by society to deal with children and youth during years reserved for that very purpose.

Over against this tendency so to use the school there must be careful attention to the preservation to other institutions of their responsibilities and prerogatives. The home, the church, the school, the municipality, all need the strengthening power of their own obligations. Education thus becomes a co-operative undertaking. Doubtless no other thing is more important to the youth just now than that there should be, in this complex modern life, a quick and clear recognition by each institution of its own major task, and of the joint responsibility of all for carrying forward the larger purposes of education.

The commissioner believes that Massachusetts is ready to provide and support all necessary educational agencies just as rapidly as needs can be demonstrated, wise plans formulated, and the people fully informed of plans, purposes and policies maintained by those to whom it has entrusted the administration of its educational affairs.

He is of the opinion that the Board of Education and its staff will render its most useful service by helping to define

the educational needs of the Commonwealth, and by assisting in organizing agencies to meet those needs.

The commissioner looks upon the field of school administration not as one charged with responsibility for making progress through fiat. There is ample basis for the belief that among the people are ideals, hopes and aspirations that afford the only real and safe foundation for the development of education in a democracy. Upon the administrator rests the responsibility for helping in the organization of these towards effective action. The commissioner's desire is that he and his staff may successfully interpret, within the field of State administration, those forces that co-operatively join for the carrying forward of the most fundamental of all our common interests, — that of our own growth and development through education.

THE IMPROVEMENT OF EDUCATION: SOME NECESSARY MEANS AND METHODS.¹

INTRODUCTORY.

1. This communication is addressed primarily to those educators, — teachers, administrators, officers and students of education, — and to those laymen of Massachusetts who appreciate the significance of contemporary efforts directed toward rendering educational administration and practice more effective. Its findings are based on these assumptions: the broader principles now determining innovations in educational practice are at bottom sound, and in accordance with the demands of a wholesome social economy; that it is of the utmost importance sharply to distinguish those matters of educational improvement which can only be achieved by increased outlay of money from those others that do not require additional expenditure but do require more effective use of existing agencies; and finally, that the methods by which educational improvements themselves are to be effected are even now undergoing profound modification in the direction of more purposeful and scientific procedure.

The following are some of the general tendencies of contemporary social economy on the basis of approval and acceptance of which specific improvements in education are to be undertaken: —

(a) Twentieth century society recognizes the desirability of opportunities for more prolonged, more concentrated and more purposive education for all its members during their plastic years.

(b) It accepts as basal the general proposition that we have not now to do with one general or abstract form of education, but that in reality there are many specific and unlike forms of education, each directed toward the realization of certain distinctive ends, and that these ends themselves are capable of evaluation, on the one hand, by standards based upon the capacities of the individuals affected, and, on the other, in

¹ A paper submitted by Prof. David Snedden of Teachers College, Columbia University, New York.

terms of the purposes to be realized through such education on behalf of society.

(c) We find that with the increasing knowledge of sociology, psychology and the other contributory sciences, as well as research in the field of education itself, it is becoming increasingly possible clearly to define the educational objectives or purposes that, in the case of any given group of individuals, can and should be realized; and also that it is becoming increasingly possible to study the most effective means and methods whereby such purposes can be realized. To an increasing extent a variety of the valuable ends for the realization of which society exists — such as, for example, the promotion of health, culture, civic righteousness, freedom of thought and action, economic well-being and the like — are being included among the conscious objectives influential in determining the character of the education of the young.

2. It is taken for granted that a number of the recent departures in educational practice made in Massachusetts, such as the establishment of State-aided vocational education and the inauguration of a State system of extension teaching, while still in more or less experimental stages of their development are, nevertheless, now accepted as being in accord with sound policy, and that the existing agencies directing them are capable of carrying them with reasonable rapidity along sound lines of evolution. It is also taken for granted that among those addressed in this communication there is substantially no disagreement as to the very great desirability in Massachusetts of certain far-reaching administrative changes in education, the realization of which only awaits the development of a sufficient awakening of public interest and public understanding. Among the changes here referred to are these: the complete reorganization of present methods of supporting public education, whereby the State shall make important contributions toward the substantial equalization of educational advantages among the towns and cities of the Commonwealth while at the same time effecting a substantial equalization of the burden of supporting such public education; the development of a State-wide system for the certification of teachers, whereby minimum standards of teaching competency shall be assured throughout the Com-

monwealth; the provision of means whereby the State can adequately supervise the enforcement of laws relating to compulsory school attendance; provision for direct State co-operation in extending and perfecting medical inspection in public schools; and State support and direction of more extended education, and particularly vocational education, for physical and mental defectives.

3. Aside from large and important issues like those mentioned above, it is practicable to distinguish in current educational discussion a great variety of proposals and problems, each intimately bearing upon some phase of educational progress, but also involving a number of points as to which existing opinion is not decided. Among these may be enumerated the following:—

(a) What are the results which may be expected from the new type of school organization known as the junior high school?

(b) What should be the distinctive curricula and methods of instruction in junior high schools?

(c) By what means and methods can an existing school system most expeditiously be reorganized so as to include the junior high school for the education of children from twelve to fourteen years of age?

(d) To what extent and under what conditions is it feasible to adapt to Massachusetts schools the vital features of the "Gary school system?"

(e) What are some of the immediately practicable steps in rendering the offerings of general education in the high school more vital and profitable?

(f) What steps can be taken toward making college admission requirements of such a nature as adequately to serve the interests of the colleges while at the same time promoting normal freedom of opportunity for the high school?

(g) Is it desirable and practicable that teachers in rural and city schools be employed on a twelve months' basis, with definite provision for rendering service outside of the thirty-six or forty weeks devoted to actual teaching?

(h) What are the practicable means of providing scholarships for students desiring to attend higher institutions of learning?

(i) Under what conditions and to what extent shall the State exercise oversight of higher institutions of learning receiving aid from State funds?

(j) What are the reasonable aims and kinds of service that can be expected from rural school teachers?

(k) By what means can education in public schools be made to contribute more effectively to the mental discipline of young people?

(l) Is it now practicable to make certain fundamental distinctions among various educational objectives whereon to base certain fundamental and unique principles of method?

METHODS OF EFFECTING IMPROVEMENTS.

4. In considering possibilities of effecting improvements in one or more of the above fields it is important to distinguish the various methods by which, directly or indirectly, changes and progress are effected in education. For practical purposes we may distinguish four classes of methods under this head.

(a) Where the general objectives of education — as, for example, towards literacy, vocational efficiency, diffusion of general knowledge, acquisition of foreign languages, refinement of æsthetic sensibilities, etc. — have become incorporated as uncontested articles of faith in society, there will, under all ordinary circumstances, take place an almost innumerable multitude of minor adjustments and imperceptible modifications in practice, making ultimately for greater efficiency in the realization of these faith objectives. In social evolution this method corresponds to natural selection and survival in the organic world. This method of progress is obviously slow and cumbersome and quite lacking in purposeful character. Under complicated social conditions much wastefulness of effort and slow rate of advance are inevitable when reliance is had chiefly on this method.

Nevertheless, in very large part, such progress as has been achieved in the evolution of better methods of teaching, the siftings of subject-matter for school courses and the like, has been accomplished chiefly in this way. A conspicuous example is found in the improvement during the last twenty-five years

of methods of teaching younger children the primary school arts. — *e.g.*, reading, writing, spelling, number, etc.

(b) Another method of progress consists in the general criticism and eventual rejection or application of striking new ideas or methods projected by innovators. In all fields of social adjustment, where tradition is not formally fixed, individuals with initiative and daring will formulate new theories or initiate new methods of practice which will then be taken up and considered by many other persons discontented with established practices and conventional theories. Under some circumstances these innovators may also become experimenters on a large scale, although frequently with poorly organized procedures. The systematic discussion and criticism of innovators in thought or action eventually leads to extended modifications of practice over wide areas. Many examples of achieving progress in education will readily occur to any student of the history of education during the last few centuries. Men like Rousseau, Pestalozzi, Froebel, Horace Mann, Parker, Dewey, Wirt and others have projected new ideas or new practices which have become the centers for large and important changes in practice as heretofore existing.

(c) In the third place, it is to be expected that progress in education, especially in the future, will be effected also by and through experimentation of a definitely scientific character. Such experimentation at present is chiefly found in connection with the more material adjuncts of education, such as pertain to buildings, equipment and ventilation; or else in connection with the testing of results and improvements of method of producing certain very tangible forms of skill, such as ability in reading, writing, spelling and the learning of a foreign language.

(d) Finally should be noted, as a method promising large results under conditions now existing, the systematic and concerted discussion of particular problems, coupled with as adequate a survey and investigation of their concrete aspects as present facilities permit, the results being incorporated at intervals into tentative statements of findings for further consideration and of possible application. This method contemplates in essence the systematic and concrete interpretation of experience, and, for the sake of definiteness, the documenta-

tion of findings at each stage in their development. Examples of the application of this method will readily occur to readers. It is a fact that insufficient use has been made of this method in recent years as a means of accomplishing permanently valuable results. Its successful use requires a degree of intellectual co-operation and a disposition towards the accumulation of results such as few educators seem as yet capable of. Its use, furthermore, requires consistent and sustained effort in the direction of the definition of specific problems and, for the moment, the elimination of all matters that are not definitely pertinent to the ends in view, which are, of course, the amplification and testing of knowledge and the evaluation and eventual application of the results thus obtained to the modification of practice.

5. One other condition seems to be essential to the improvement of education under existing conditions, namely, a fairly sharp separation between, on the one hand, inquiry, investigation, research and the systematic methods of study referred to above, and, on the other hand, propaganda designed to acquaint the public with new and approved ideas or to enlist popular support for new practices. The administration of education must in the very nature of things in a democracy be close to the people, both as regards obtaining public approval of its policies and methods, and also as regards sources of revenue for its maintenance. There is, therefore, almost universal temptation early to adopt the methods of propaganda in the case of new ideas or proposed practices that have received very inadequate examination and testing. A review of the programs of almost all of our educational gatherings will convince the student that no satisfactory conscious separation is now made of matters that belong distinctly to the field of inquiry from those that have reached the stage where public propaganda is justified and profitable. The resulting situation is not only one of much confusion but is well calculated to make the public skeptical towards all new proposals and undertakings. In only a few cases, such as definite investigations made by committees of our larger educational associations or some small educational bodies of a more scientific character, do we find due regard to the separation here indicated. Eventually, the func-

tions of inquiry and the functions of propaganda having been carefully separated and delimited, it will then prove appropriate to study the methods that should characterize each. It will frequently be found that one person is capable of exercising both functions, but it will be necessary that even he very carefully differentiates his efforts so that there will be no confusion in his mind as to the validity of the materials that he is taking up for purposes of popular propaganda, and that, on the other hand, he clearly recognizes the place of those that still belong legitimately to the field of research and concrete study by a small and select committee.

JUNIOR HIGH SCHOOL ORGANIZATION.

6. To replace the present seventh and eighth grades in the American elementary school, and perhaps also to include the first year of the existing high school, a new type of institution is being widely considered, now known as the junior high school. In its most complete form it is designed that the junior high school — a central school to which pupils may come a considerable distance — shall include classes for the education of all children over twelve years of age and not yet eligible for the high school, thus relieving the lower elementary schools of retarded pupils.

The junior high school is being advocated because of the conviction of many educators that present methods of educating children between twelve and fifteen years of age are almost hopelessly antiquated, and that decisive improvement cannot be effected except through some different type of school organization of which the one proposed under the name of the junior high school seems to be the most promising.

The problems now demanding close consideration, and which, especially in Massachusetts, should be fully studied before the expenditures necessary for the establishment of the junior high school and the inauguration of the new type of instruction called for, are, first of all, as to the profitable educational results that may be expected from the new type of organization. Here are found many specific questions in answering which the experience of other States could be drawn upon to some extent, and also much help could be obtained from a close and analytical study of the defects of the existing system and

the probable advantages to be derived from the substitute proposed. For example, the junior high school involves in its very conception the necessity of an extended departmentalizing of instruction. Again, the junior high school is expected to offer opportunities for flexibility of courses. How far is this impracticable under present conditions of grade teaching, and how far would the offering of flexible courses meet the various educational needs of pupils? In a few States experience has already been had regarding the value of special classes for retarded pupils, it being remembered that retardation is a serious matter educationally, chiefly as it affects pupils between twelve and fourteen years of age. How far could the increased opportunities for administering special classes economically in junior high schools contribute materially to enhancing the effectiveness of education of this class of pupils, most of whom it may be expected will cease to attend any school at or about fourteen years of age? In part, answers to this question could be derived from the results of experience elsewhere. Another problem to be considered in attempting to estimate the probable advantages of the junior high school type of organization grows out of the possibilities of special training of teachers for this field. Heretofore no very effective attempts have been made to train teachers for the education of children in the upper grades of the elementary schools or, more broadly, from twelve to fifteen years of age, although it is generally admitted that under compulsory school attendance this period represents probably the most difficult in the entire school system. Certainly, a close analysis of existing situations and probable changes that could be effected by the more definite training of teachers for this purpose, either in normal school or college, would enable us to predict in advance how far, with no very great increase in expenditure, we could expect results of a much more satisfactory character than are produced under present conditions.

The foregoing are but a few of the many problems that at the present time could quite fully be studied and as to which valuable findings certainly could be derived through the efforts of a few persons able and willing to give time and co-operative effort to this end.

JUNIOR HIGH SCHOOL CURRICULA.

7. Many educators are convinced that the development of the junior high school as a new type of school organization is now only a matter of informing public opinion and securing the necessary resources. Hence, for these, at any rate, some of the most important problems ahead have to do with the character of the curricula that shall be provided in the junior high school. As indicated above, one of the most important problems in this connection is that of flexibility of courses; another has to do with the extent to which practical arts, such as gardening, manual training and the household arts, shall be provided on an elective or alternative basis. It is not generally believed that the junior high school can make any substantial contributions to vocational education; but it is probably important that its curricula should offer as options a comparatively large amount of practical arts instruction, because of the known value of these subjects in the education of boys and girls of the ages appropriate to the junior high school period. What shall be the common and universally required subjects in the junior high school? This question is now peculiarly open to discussion and further study. Again, how far is it likely to prove practicable to bring into the junior high school period studies that have heretofore been reserved exclusively for the high school, and perhaps thus shorten by one year, or conceivably two years, the total course of instruction required of young people from the time of entering school to the time of entering upon collegiate or professional studies?

Finally, from some points of view the most important problem of all concerning junior high school curricula has to do with the classification of educational objectives appropriate to this period into two or more divisions, to the end that in each division appropriate standards of learning can be required. The importance of assisting teachers in determining how far in the teaching of any particular subject definite knowledge or skill should be a controlling end, as contrasted with the attainment of appreciation and general insight, cannot be overestimated. Probably the time is ripe for the development of educational objectives or purposes into at least two distinct classes in

junior and senior high schools, in one of which the objects of learning shall be the very attainment of specific knowledge and skill, while in the other the controlling purposes shall be the kindling of interest, awakening of appreciation and the acquisition of taste and general knowledge.

THE TRANSITION STAGE TO THE JUNIOR HIGH SCHOOL.

8. Where public opinion has been enlightened to the point of approving the substitution of the junior high school type of organization for present seventh and eighth grade instruction, a number of problems immediately arise as to effecting the necessary readjustments. The difficulties encountered here are analogous to those met by builders endeavoring to erect a new building while business is still being conducted in the old which it is designed to replace. The schools must be kept continually open. Unless the community is growing very rapidly the provision of completely new buildings and equipment may be unwise and uneconomical. There arise at once questions of the adaptation of old buildings and the reorganization of elementary school districts. Most of the problems arising in this connection are capable of being studied analytically in the light of much experience now available, but a certain concrete effort in this direction is necessary. It is probable that some agency could be found qualified to conduct local surveys, the outcome of which could be a series of specific recommendations for temporary and permanent readjustments that would make the junior high school type of organization possible.

THE GARY SCHOOL SYSTEM.

9. What is called in contemporary discussion the Gary school system represents a gigantic educational experiment involving at least four distinct elements. This experiment is in large part one of those far-reaching innovations which are found from time to time in the history of education, and which become the center of much discussion and attempts at imitation, with the result that finally the more applicable methods, the validity of which has been determined by the experiments, have been incorporated into educational practice generally.

The two chief novel features of the Gary school system consist of (a), a broad departmentalizing of elementary school work, the program of which contains in fully developed form many of the newer subjects, such as physical education, practical arts, nature study; and (b), the provision of a longer school day, in the course of which each of the various forms of instruction is given sufficient time under the control of the school. These two features are interdependent; that is, the broader program of the elementary school could not be executed except for the prolonged school day, while, on the other hand, the longer school day would not be desirable or practicable unless a variety of non-academic activities, such as physical education, shopwork and auditorium instruction and recreation were included.

Another important and much-discussed feature of the Gary school system consists in the multiple use of all school facilities, including the duplicate use of rooms, seats and other equipment designed for academic instruction. The successful execution of the Gary plan probably will not permit of any considerable lowering of the total cost of school equipment necessary for purposes of instruction; but if the greatly extended opportunities for varieties of education be taken into account, the Gary system unquestionably offers the most economical arrangements possible.

In view of the enriching of elementary and secondary school curricula in recent years, and the constant efforts of the more progressive educators and social economists to extend the scope and serviceableness of education, there is every reason for regarding the Gary school system as a most significant and promising innovation. Hence, the importance of the systematic study of the numerous special problems to which it gives rise. Doubtless there are many features of the Gary system that should now be incorporated into every urban school system at least, while there may be others which it can be expected will prove of local interest only. Nevertheless, agencies should be brought into existence for the systematic study and dissemination of findings regarding this innovation. In other States, especially New York, much has already been done in this direction, as in the case of the junior high school, and adapta-

tion of the Gary system will involve a number of special problems of transition from old to new practices. These also are capable of extended analysis and discussion. It is the writer's conviction that without any substantial increase of expenditure over that now provided for in the majority of Massachusetts towns and cities, the methods of the Gary system could be adopted in such a way as to increase the educational efficiency of elementary schools from 25 to 50 per cent., and of high schools from 10 to 20 per cent.

It is of the utmost importance here again that, before any extensive changes are proposed in any community, the proponents shall have in hand documented data and findings constituting essentially a prospectus for the new work. It is also important in this connection that the position or the contributions of the Gary system towards the special forms of education should be carefully studied and evaluated. For example, there are those who hold that the Gary system permits of some fairly effective vocational education, while others are of the opinion that at its best the Gary system permits of only incidental training along strictly vocational lines. Some interesting special problems also arise in connection with the Gary plans of co-operation with public libraries, of co-operating with churches in the religious education of the young, and in using the school as a means of assisting in the enforcement of compulsory attendance. It is quite probably the case that here also the methods of the systematic surveys would prove helpful if suitable agencies to take charge of these could be provided.

THE IMPROVEMENT OF SECONDARY EDUCATION.

10. The entire field of secondary education is in process of gradual transformation, the ultimate outcome of which is as yet very vague and indeterminate. Nevertheless, apart from the specific problems of developing vocational secondary education there are a number of others of immediate practical importance, all now clearly open to constructive thinking, documentation of findings and plans for programs. For example, the question as to the advisability of prescriptions in fields of mathematics and languages is now acutely before

high school faculties. Many persons believe that we should discontinue all prescriptions of Latin and mathematics, placing these subjects substantially on the same basis as history and the sciences. Naturally, specific problems are found in connection with proposals to require at least a stated amount of instruction within a given field while perhaps not specifying the particular subject which must be taken.

Again, the time has arrived when very practical consideration can be given to the introduction into high school programs of at least two new subjects, namely, general science and community civics. Public opinion is ready for this change, and educators are generally convinced of the value of these two subjects if effective means for their teaching can be devised. Specific problems here found have to do mainly with methods of organizing subject-matter suitably for purposes of instruction.

It is also well within the possibilities of the contemporary high school, given some systematic study of the specific problems involved, greatly to improve programs of physical education. It is also believed by many educators that much more systematic effort should be given than is now the case to the study of current events in high schools, provision perhaps being made in this event to give separate treatment of contemporary events of a strictly historical nature and of contemporary literary output.

Finally, attention might also be given to a consideration at the present time of the question as to how far and in what respects high school offerings might be regarded as strictly prevocational in character. Clearly, such a study as trigonometry could be regarded as definitely prevocational and hereafter organized in connection with standards appropriate to that end. It is quite possible, also, that Spanish should be treated in the same way. It may seriously be questioned as to whether physics, chemistry, and, possibly, French or German should not, at least in the case of some high schools, be regarded as prevocational subjects. It is less likely that biology, algebra and any particular form of English will ever be so regarded, although some interesting questions may readily be proposed in this connection.

Of very large practical importance at the present moment are the questions: (1) how far should a small high school go in offering modern languages; (2) how far in any case should pupils be advised or permitted to elect modern languages; and (3) how far should pupils be encouraged to attain a genuine mastery of one modern language.

Many other practical problems in connection with pending readjustments in secondary education can easily be formulated by agencies ready to promote their study and disposed to take initiative steps in submitting programs of possible changes.

COLLEGE ENTRANCE REQUIREMENTS.

11. In this connection, also, constant attention should be given to the specific problems arising in connection with college admission standards. It should be taken for granted that higher institutions of learning have a right and an obligation to select the most promising students for admission to their classes, and also reasonably to promote the efficiency of work done in the lower schools. On the other hand, it is most seriously an obligation of the colleges so to administer their requirements in these regards as to interfere to the least possible extent with the work of the high schools themselves, more particularly as that is designed for the majority of their pupils, who will probably not go to college.

Heretofore we have had an excess of mere complaining directed against the college. Colleges on their part have quite commonly formulated their requirements with insufficient regard for the administrative efficiency of the lower schools. The time has certainly arrived when a much broader and more constructive policy should prevail. It must be remembered that the teaching handicap now imposed upon secondary schools by college admission requirements consists not so much in the specific prescription of certain studies that must be offered, but is found chiefly in connection with the actual internal organization of each subject of study. It is chiefly college admission requirements that determine to-day what shall be taught in detail under the head of Latin, French, algebra, physics, mediæval history, English literature, etc. In effect, the college

has decided the objectives which shall control in the offerings made in these bodies of knowledge in the high school.

The time has arrived when the question should be seriously asked as to whether it is any longer necessary or desirable for the college to administer its requirements retrospectively; that is, by testing what the pupils have already accomplished. It should surely be within the province of college pedagogy to administer tests so as to ascertain the probable ability of the applicants to do the work which lies ahead in the college. Of course, if a specific subject of study in the high school is an essential preliminary to work that is normally offered in the college, then the limited number of subjects having this instrumental value could be given separate consideration. However, as stated in former reports, there is no evidence that more than two or three of the ordinary high school subjects belong in this category. In the main, then, higher institutions of learning should direct their attention toward ascertaining whether persons applying for admission in all probability possess the qualities that will insure their success in the courses normally offered by the college itself. Definite plans to this end are capable of being devised by the co-operation of representatives of secondary schools and the colleges working patiently in the direction of organizing valuable experience, analyzing the specific difficulties involved, and, finally, formulating tentative plans for action. In this field, also, a certain amount of definite experience should early be undertaken.

THE EMPLOYMENT OF TEACHERS BY THE YEAR.

12. The proposal has been made in Massachusetts that all public school teachers should be employed upon a twelve months' basis; that their compensation should be provided in twelve installments; and that the disposal of their total available working time should be under the approval of the administrative authorities. It has been suggested (a) that the actual time of the teacher employed in teaching classes would probably not exceed forty weeks annually; (b) that a portion of the teacher's remaining time might be definitely assigned to familiarizing herself with the conditions of school for perhaps two weeks before the opening of the school; (c) that one or

two weeks should be allotted to the suitable closing up of the work of the school after instruction had terminated; and (d) that some weeks in alternate years, perhaps, might be devoted to systematic professional study, either as self-culture or under instruction.

Naturally, a large number of special problems are here involved. The final test would be, of course, the effect of the proposed plan upon the efficiency of school work. Hence, our first inquiries should be directed towards ascertaining whether such efficiency would be the probable result of the execution of the plan. Assuming for the moment that teachers could give to some form of educational work under administrative direction a substantial portion of their time remaining after forty weeks given to teaching, we may ask how far in a rural school, for example, where teachers are frequently changed, it would be profitable for the teacher to be present one or two weeks prior to the opening of the school? It could be assumed that one week of this period might be devoted to systematic study of local school problems under the direction of a superintendent. Again, how far would the school system profit if the teacher were allowed to remain probably one week after the school session, and put her work and reports in proper shape for her successor, using this time also, perhaps, to give some special guidance to pupils undertaking to make up deficient work during the summer vacation?

How far could we reasonably expect improvement in educational practice if, for example, in each alternate year teachers were expected to give five or six weeks to systematic study in summer schools, or to travel, or to the visiting of special types of schools elsewhere or to the conducting of vacation classes?

A number of most important fields of inquiry have to do with the strain upon the teachers involved; for example, how far is the long vacation necessary for teachers as compared with other classes of workers? Has it continued merely from tradition, or has the present practice evolved from an inherent physical need? Again, this question should be analyzed from the standpoint of particular classes of teachers differentiated as to sex, age, previous professional training, ascertained conditions of health, etc., and perhaps even further as regards the

particular types of instruction and class management for which they are called upon to take responsibility.

The subject might be pursued further along the line of inquiry, as to what kinds of professional work should be provided and what should be the character of the administrative control or oversight exercised.

Finally, the cost of the proposed changes should be carefully investigated in city school support; for example, would the plan here suggested involve any noticeable increase of expenditure? On the other hand, might it not prove true that in rural communities a very substantial increase in outlay might be necessary?

STATE SCHOLARSHIPS.

13. Underlying the various arguments urged in the New England and Middle States for the provision of a free State university to crown the public school system is the fact that every year a very considerable proportion of high school graduates, fully qualified to pursue college courses, find themselves handicapped by lack of sufficient funds to meet tuition fees. It is well known that tuition fees in eastern universities have been increasing in recent years; that only a limited number of families are able to easily meet the cost of providing for the living expenses of sons and daughters during the period of higher education; and that in view of the scholastic pressure now exerted in colleges and professional schools fewer students are able successfully to "work their way through." On the one hand, there are excellent reasons why a State such as Massachusetts, in which public effort and philanthropy have contributed so much to the erection and endowment of higher institutions of learning, should not develop a State university which would in the nature of things be obliged to compete with the numerous institutions already in existence, and which would surely in time greatly impair the values of the endowments that have entered into them.

The most reasonable solution of the problem presented, naturally, is that degree of co-operation between State and endowed institutions that will result in provision of scholarships, or free tuition at least, for promising students otherwise unable to meet the cost. This need not be regarded as in any respect

an endowment of the institution concerned, but rather an endowment of the individual, such as has been provided on a small scale in Massachusetts for some years and on a large scale in New York State.

It is not sufficient, however, merely to state the need and to suggest the general solution of the problem of providing aid for necessitous students seeking a higher education. There are a variety of special problems which must be very carefully studied in this connection before State action can be expected, and to the solution of these problems concerted effort should be directed. One has to do with the question of the provision of State scholarships in institutions manifestly sectarian; another involves the question as to the degree of State oversight, — inspection or supervision that must necessarily accompany further expenditure of State funds for education; a third has to do with administration of the aid here contemplated so as to free it from any taint of charity.

OVERSIGHT OF STATE-AIDED INSTITUTIONS OF HIGHER EDUCATION.

14. When the State supports outright, or gives financial aid to, education under a variety of special administrative bodies, it is now agreed by all careful students of political science that the interests of economy and efficiency can only be subserved by providing some form of State oversight of the various institutions concerned, which shall result, on the one hand, in acquainting the Legislature periodically with the scope and comparative value of their educational offerings in each case, and, on the other hand, will insure a reasonable co-ordination of their efforts in the educational interests of the Commonwealth.

It is well known that for many years the Legislature of Massachusetts has desired the provision of some kind of State oversight of the numerous institutions of higher and special education supported in whole or in part from the treasury of the Commonwealth. The State Board of Education has more than once reported on this subject. No final action has yet been taken, doubtless largely because many of those concerned have not had opportunity adequately to study the prob-

lems involved. Probably the recommendations of the State Board since 1912 have been entirely sound, but, nevertheless, there are many educators and laymen who still question their practicability. In this field, therefore, can be found many special problems which now require prolonged consideration and certainly some scientific study.

It will probably be accepted without debate that any special form of education can be most effectively carried on under the auspices of a lay board created for this special purpose and working through competent executives chosen by it. Hence, any form of State supervision which would nullify the powers or impair the responsibilities of these special boards would in the long run be disastrous. On the other hand, that the special authorities thus created cannot, left to themselves, adequately evaluate their work in terms of the needs of the Commonwealth, nor can they be expected successfully to co-ordinate the efforts of different institutions whose fields of operation may overlap, must also be recognized. Clearly, then, the problems involved are ones of adjustment and such differentiation of responsibilities as will result in the maximum of efficiency for any particular type of education. Methods of achieving these ends are now clearly within the possibilities of administrative methods, based in part upon what has been accomplished in other forms of supervised administration. What is needed is a much more detailed study of these problems than has heretofore been undertaken, — study which should be shared in by representatives of the various public interests involved.

THE IMPROVEMENT OF RURAL SCHOOLS.

15. During recent years a very large number of proposals have been made bearing upon the question of improving the distinctively rural school, namely, the type of one-room school which has from five to eight grades all taught by one teacher, who, in the nature of the case, is usually inexperienced and who shifts frequently from one school to another. Many of the proposals recently advanced for the improvement of rural schools are in their nature sound, and require only sufficient financial and supervisory support to make them effective. On the other hand, it is becoming increasingly apparent that some

of the proposals advanced by persons enthusiastic for the further development of rural school education are in their nature somewhat Utopian, that is, they presuppose the existence of conditions which probably cannot be realized for many years to come.

Hence, we have before us now for consideration a number of quite specific problems bearing upon the improvement of rural education in relation to which definite study is very necessary. Chief among these, in the estimation of the writer, is that of evaluating reasonably the capacities of the type of teacher upon whom we shall probably have to depend during the next fifteen or twenty years for rural school service. The youthfulness, inexperience and temporary period of service in the rural school of this teacher must be taken for granted, as should also the fact that she will be a normal school graduate, and that she will be willing and devoted and eager to render full service. Because of her inexperience she can assume little or no leadership in the rural community, and it will take her a long time to become measurably acquainted with the patrons of the school. The number of classes which she is expected to teach, as well as the variety of subjects, all presenting essentially new problems for her, renders her task an exceedingly difficult one, — a task, indeed, that might well dismay a more experienced and generally competent teacher.

Under these circumstances it is necessary that the work mapped out for the rural school should, in a very purposive way, be kept within the powers of this type of teacher; that considerable definiteness, at least in the most essential subjects in the elementary school, should characterize the course of study and the tests that will be imposed upon the teacher's work. In Massachusetts it should seriously be considered whether all pupils over the age of twelve in the distinctively rural school should not be transported to central schools as are now high school pupils.

Furthermore, the course of study for the rural school should be so arranged that studies of various degrees of importance should be so grouped that no confusion will exist in the teacher's mind regarding the ends towards which her chief efforts should be directed. For example, it is of primary im-

portance in the rural school that reading, writing and number should be thoroughly well taught; it is of importance, but in somewhat lesser degree, that geography, history and hygiene should be well taught; and it may be urged that it is of minor importance as to whether nature study, art, music and practical arts shall be well taught. It is certainly of fundamental importance that all of the children beyond the lowest grades shall be encouraged to become habitual readers of good reading matter, whether in the fields of literature, history, science or current events. It may be that the rural school teachers at some distant date in the future will be able to teach agriculture in a systematic way in the rural school, but that time has certainly not yet arrived. On the other hand, it should be well within the powers of this teacher to accomplish much through encouraging children to read well-written books and pamphlets regarding agriculture, the household arts and country life in general.

In some such way as here suggested the field of definite possible accomplishments within the reach of the rural school teacher should be definitely specific; then it should be arranged that the supervision of this teacher's work should be so directed as to insure the reasonably satisfactory attainment of the ends that are most worth while.

SOME CURRENT PROBLEMS OF AIM.

16. It is inevitable that each generation shall develop new educational aims. A few of the present aims, therefore, might well be selected for purposes of acute and detailed examination. Just at present the two that are of most momentous importance have to do, on the one hand, with the extent to which the disciplining of mental faculties can be made a separate purpose in any given grade of education, and, on the other hand, to what extent and by what means all of the various specific purposes of education can be differentiated into two or more distinct classes, in each of which distinctive methods of instruction can be employed.

The first of these problems may be stated as follows: for many years a high valuation has attached to specific and definite training of a variety of special mental powers through

and by means of school studies. No one can doubt the importance of the purposive and effective training of various specific powers of memory, of observation, of reasoning, of imagination, of attention, of manual skill, of vocal expression, etc. At one time the notion prevailed that almost innumerable special powers of mind, vaguely described under the above heads, could in fact be quite definitely interpreted under such general terms as power of memory, power of observation, skill of hand, etc. This view having developed, it was natural that search should be made for certain quite specific disciplinary means whereby each separate so-called faculty could be appropriately trained. Men thought and contended that the study of geometry would prove an unsurpassed medium of training the so-called reasoning powers; that the study of Latin would train the power of observation; that the study of physics and chemistry would train generally in appreciation of scientific method; and that the memorizing of poetry would train the memory.

It is now clear that the problem of mental training is far more complicated and specific than has heretofore been naïvely assumed. Modern psychology has indeed in some respects greatly simplified the whole matter, but educational practice still partakes very largely of the older views and the traditions derived from them.

It is probably now the opinion of those who have given most study to questions of mental training that under all ordinary conditions the training of specific mental powers cannot profitably be made an end in itself, and that it is much more important, in pending readjustments of educational practice, to insure that objectives of instruction in terms of useful knowledge, approved taste, valuable forms of skill, etc., shall be so realized that in every case the best habits, ideals and conscious methods of mental action appropriate to the particular field shall be attained. It may be that at some future time we shall also discover how, for a given class of pupils, generalized powers may be formed out of the specific mental powers thus established, but this represents an educational aim that must be developed at some time in the future.

Another problem of almost equal importance has to do with

the differentiation of fundamental methods of instruction, according as the intensity or other special quality of the learning desired is to be differentiated. For example, in teaching children to spell, the controlling object, of course, is that the children shall learn to spell accurately, and shall be able permanently to retain the skill thus acquired. On the other hand, when the teacher as a means of enriching the imaginative life of the children tells a story, the results of the learning thus achieved can hardly in any single respect be compared with the results that should be achieved in teaching children to spell. For the pursuit of each type of purpose, however, there are good as well as bad methods, and there is always a best method to be sought. Method is as important in teaching children to spell as it is in teaching them to appreciate properly and profit by a story well told. In some schools we now distinguish sharply between the methods which should be employed in teaching children to sing or play music and the methods that are appropriate to the development of the power of appreciation. Again, in the high school the methods that should prevail in the teaching of English literature should doubtless differ fundamentally from the methods that should be employed in teaching the more effective use of the mother tongue, orally or in writing.

Now it is clear that a great deal of confusion in all departments of education, but especially in the field of so-called general or liberal education in the secondary school and college, arises because of contemporary failure to differentiate two or more fundamental kinds of learning as to each of which fundamentals of right method should be evolved. It is not improbable that in the near future, for example, high school subjects of study will be differentiated into two distinct classes, according as the primary object is the acquiring of definite knowledge or specific habits, on the one hand, or the kindling of ideals and the awakening of the power of appreciation, on the other. If such a differentiation were made each student would probably be required to have each type of subject represented in his program with at least a minimum quantity of units of the first type.

There can be little doubt that in pending reorganization of

secondary education the fundamental differentiation here suggested will be a matter of primary importance. It is quite probable that in pursuit of this differentiation certain composite subjects such as history and science should be broken up into two very distinctive phases, in the one of which the controlling object would be definite knowledge and specific skill, and in the other, breadth of insight, appreciation and enduring interest. In any event, there are involved in the matter of fundamental aims of secondary education a large number of special problems which will amply repay concerted study and experimentation.

THE TRAINING OF SECONDARY SCHOOL TEACHERS.

17. This topic has already been discussed in annual reports of the Board of Education. It is one, however, which has received insufficient detailed analysis and study. In general, the broad lines of the problem seem to be these:—

Secondary school teachers at present receive inadequate training for their work; nevertheless, it is probable that the colleges now achieve nearly all that can be effectively accomplished towards this end by means of training and instruction confined to the strictly undergraduate period; that in the very nature of the case a conflict is inevitable, as regards the particular student, between the requirements of the liberal arts college whose degree he seeks, and the department of education or other professional agency designed to provide for definite professional training. In view of these conditions it has long been the conviction of students of the situation that a graduate year of definite professional training offers the only solution of the problem of training secondary school teachers. This plan has been adopted in the State of California, and will unquestionably soon be adopted elsewhere.

But in connection with this proposal a large number of special problems arise. Among them are the following:—

Shall it be the State that undertakes the provision of professional training during this graduate year, or shall that function, along with the giving of undergraduate instruction, be left to the colleges? Can all colleges undertake this graduate year of professional training, or will it necessarily fall to the lot of the

few most fully endowed and capable of directing practice teaching? How and where can practice teaching be provided (because there can be no doubt of the soundness of the contention that practice teaching should constitute a very substantial portion of the prospective secondary school teacher's training)? Finally, what shall be the relation of the training secondary school teachers to those State agencies designed to supervise and improve standards in the field of secondary education? Shall a professional degree be offered at the close of this period of training? These are but a few of the specific problems to which concerted attention could now well be given.

DEC. 13, 1916.

PART III.

DEPARTMENTAL REPORTS.

SECTION A.—ELEMENTARY, HIGH AND NORMAL SCHOOLS.

Report on Elementary Education.

- I. Administration and Supervision of Schools.
- II. Elementary Schools.

Report on High Schools.

- III. High Schools.
- IV. The Junior High School Movement in Massachusetts.

Résumé of the Reports of the Normal School Principals.

- V. State Normal Schools.

Report on Elementary Education.

I. ADMINISTRATION AND SUPERVISION OF SCHOOLS.

Massachusetts towns and cities employ 187¹ superintendents of schools. Of this number 185 are men and 2 are women. In the smaller towns and superintendency unions, as well as in the larger towns and cities, superintendents of training and experience are being selected. This selection is made with care, in view of (1) the increased demands upon the superintendent's time and service; (2) the larger powers and responsibilities placed upon him as executive officer of the school committee.

In the early days the school committee was directly responsible for the supervision, administration and organization of schools, no superintendent of schools being required by law. Under this plan school committee members found it necessary to study intimately the needs of the several schools within the

¹ Not including assistant superintendents of schools.

town, and to confer frequently with teachers, parents and citizens regarding the organization of the schools, courses of study, discipline and care of children, and innumerable other details.

The change from administration by the school committee alone to the present form of administration, with the superintendent as executive officer, made necessary many changes in procedure. In some places the superintendent was at first regarded as an unnecessary officer, while in other communities the school committee members delegated to the superintendent practically complete authority. As a result, the duties and powers of the school committee were defined in a wide variety of ways. Many school committees limited the powers and duties of superintendents by retaining to themselves many executive duties, such as selecting teachers, textbooks and supplies, and directing repairs to school property.

The functions of school committees and the superintendents are still confused in many places, and frequent misunderstandings result. But as superintendents demonstrate their ability to administer and supervise schools efficiently, committees are changing their methods of procedure and intrusting to them larger responsibilities and powers. Some people hold that this tendency is to be deplored; that the superintendent should be regarded as a supervisor of teachers and not as a business administrator. It is evident, however, that as the instruction becomes more varied, and courses of study are adjusted to the needs of the individual pupils, it is impracticable for one person to supervise the instruction in all departments within the school system. Consequently, special supervisors are needed to supplement the work of the superintendent. The superintendent must be familiar with approved practices and methods of instruction, and have had experience either as a teacher or a supervisor, in order that he may intelligently judge programs submitted to him by supervisors or principals. It is quite as necessary that he be able to advise the school committee wisely with regard to (1) making the annual budget, (2) school expenditures, (3) standardizing and purchasing supplies, (4) new buildings and equipment, (5) reorganization and laying out of transportation routes, (6) all administrative policies.

AGENCIES FOR IMPROVEMENT.

IMPROVEMENT OF SCHOOL COMMITTEE SERVICE. — The practice in Massachusetts indicates that the small committee is more effective than the large committee because (1) business is transacted with greater facility and (2) responsibility is more centralized.

The following table shows the size of school committees in the 353 towns and cities:—

NUMBER OF TOWNS AND CITIES.	Size of school committees (members).	NUMBER OF TOWNS AND CITIES.	Size of school committees (members).
255,	3	3,	11
8,	5	1,	12
52,	6	1	13
4,	7	1,	14
3,	8	1,	16
17,	9	1,	20
6,	10		

Committee members have expressed the desire to become better acquainted with the best methods of procedure in the administration of schools. In response to this desire school committee conferences have been held. These conferences were of two kinds, namely, local and State. Seventy-one per cent. of the school committees were represented by one or more members at the fifteen local conferences held in 1915. Representatives of the Board and superintendents of schools presented topics of general interest, including —

1. Relationship of the superintendent to the school committee.
2. Making the annual school budget.
3. Increasing the efficiency of the superintendent.

Following the conferences a bulletin¹ was prepared defining the several duties, responsibilities and powers of the school committee, superintendent and other school officers, and em-

¹ Bulletin No. 19, 1916, Massachusetts Public School Administration.

bodying the ideas and suggestions presented at the conferences. This bulletin has been sent to all school officials.

Conference of School Administrators. — A State conference for school administrators was held at Harvard University from June 26 to July 1, 1916.

School committees from every town and city were invited, and over 50 towns and cities were represented by committee members. There were also in attendance over 100 superintendents and 60 high school principals.

The general topic of the conference was the "Improvement of School Administration." The program was of a practical nature, including topics upon all phases of school administration. The sessions were divided as follows: (1) general meetings, (2) department meetings.

The speakers at the general meetings were Lieutenant Governor Calvin Coolidge; State Commissioner of Education David Snedden; Dr. Thomas Balliet, Dean of School of Pedagogy, University of New York; Dr. Paul H. Hanus, Professor of Education, Harvard University; Mrs. Ella Lyman Cabot, member of the Board of Education; James P. Munroe, chairman of the Massachusetts Commission for the Blind; Dr. W. E. Fernald, Massachusetts School for the Feeble-minded; Dean Frank G. Wren, Tufts College; Jeremiah Burke, Assistant Superintendent of Schools, Boston.

The speakers at the department meetings were mainly superintendents of schools and high school principals.

Among the resolutions adopted at the conference were the following: —

Resolved, That this conference express its approval of the fundamental principle of equalization of educational opportunity by means of some form of a State tax for the support of schools.

Resolved, In order that more adequate facilities for the training in service of teachers of rural schools in western Massachusetts may be provided, we suggest that the State Board of Education maintain courses of instruction in methods of teaching the common branches during the summer vacation, at some point convenient to the teachers of that part of the State.

Resolved, That we recommend to the consideration of the State Board of Education the desirability of maintaining, through the Department of

University Extension, Saturday courses of instruction in problems of administration and supervision.

Resolved, That this conference of Massachusetts administrators recommend to the careful consideration of school administrators the organization and administration of continuation schools, as set forth by the State Board of Education in Booklet No. 2, 1916, and as established in the city of Boston, as a plan offering great promise of solving the problems of providing further educational opportunities for minors between the ages of fourteen and sixteen who have left the regular schools and gone to work; and the advisability of further extending this type of school to the larger communities, to the end that a program for perfecting legislation may be undertaken at some early date.

Resolved, That we recommend to school administrators a more careful provision for physical education, especially in our more crowded centers.

Local Conferences. — During the present year local school committee conferences were held at the following places:—

PLACE.	Date.	PLACE.	Date.
Springfield,	November 15	Lowell,	December 8
Greenfield,	November 17	Hyannis,	December 13
Oak Bluffs,	November 22	Bridgewater,	December 15
Worcester,	November 24	Fitchburg,	December 20
Framingham,	December 6		

At these conferences general administrative problems were discussed, Francis G. Wadsworth, agent of the Board acting as leader. The bulletin on school administration was used as the basis for discussion.

Co-operation between the State Department and the Local School Authorities. — The school committee conferences organized and directed by the Board furnish an excellent opportunity for an exchange of ideas between State and local school officials. This exchange is desirable, for without close and cordial co-operation substantial progress in school administration cannot be expected. With the united efforts of the State and local departments many troublesome problems can be solved and educational opportunities greatly enlarged.

IMPROVEMENT OF SUPERINTENDENTS' SERVICE. — Many agencies are at present contributing toward the improvement of school superintendents' service. Among these agencies are (1) conferences, local and State; (2) superintendents' clubs; (3) departments of education in colleges and universities.

Conferences of Superintendents of Schools. — Annually, under the direction of the Board, a one-week conference for superintendents is held in the vicinity of Boston. At these conferences all phases of superintendency work are discussed, and programs for the improvement of school administration and supervision formulated. Committees of superintendents are appointed at these conferences to make careful studies of special phases of school administration, organization and supervision.

Last year a committee appointed at the 1915 conference made a study of annual reports of superintendents of schools. On the basis of this study a plan was outlined and presented to the superintendents showing how annual reports could be improved. The report of this committee was issued as Bulletin No. 20, 1916, of the Board of Education.

At present a committee of superintendents is formulating rules and regulations defining the powers, duties and responsibilities of school officials.

Associations and Clubs. — In addition to the work of the Board of Education there are held annually one-day meetings of the New England Superintendents' Association and the Massachusetts Superintendents' Association. There are organized, also, in various parts of the State superintendents' clubs, which meet monthly for the discussion of the problems of school administration, organization and supervision.

Each year a number of superintendents pursue courses in education at colleges and universities.

The effect of these agencies in the improvement of school supervision is apparent. School committees are recognizing the increased ability of their executive officers, and as previously stated are increasing their powers, duties and responsibilities.

NOTE. — Part IV., Section A, of this report contains lists, statistics and other information regarding superintendents of schools.

SUGGESTED AGENCIES FOR IMPROVING ADMINISTRATION OF
SCHOOLS.

1. Superintendents' salaries.
2. Clerical service.
3. School accounting.
4. Buildings and equipment.

1. *Salaries of School Superintendents.* — The salaries of superintendents in the smaller towns and superintendency unions have not increased with the cost of living. As a result, it is becoming more and more difficult to obtain suitable candidates for positions. The minimum salary of a union superintendent was established by law in 1893 at \$1,500 per year, and has remained unchanged. While in the majority of these unions larger salaries are paid, men beginning work as superintendents rarely receive a salary in excess of \$1,500. Frequently the superintendent is required to pay out of his salary the necessary traveling expenses incurred in visiting schools within the several towns in the union. The distances so covered generally make it necessary for him to maintain a team or an automobile. Statistics gathered last year show that the average annual expenditure for travel by each union superintendent is \$206.84. As a result, the net salary of many superintendents falls below the minimum \$1,500.

Realizing the effects of such reductions in salaries, a number of local committees, and in some instances joint committees, have secured appropriations so as to reimburse the superintendents in whole or in part for traveling expenses incurred in the performance of their duties. If young men and women of superior training and qualifications are to be attracted to this work this practice must become general. A bill to reimburse superintendents for necessary traveling expenses was presented to the Legislature in 1916, and was referred to the General Court of 1917.

2. *Clerical Service.* — It is recognized that the superintendent should have large responsibility for the business administration as well as for school organization and supervision. As superintendents demonstrate their efficiency in administering the business affairs, an increasing amount of detail and routine work is

required of them. In order to do this work effectively, clerical assistance should be provided. Such clerical assistance is needed, especially in superintendency unions, because the superintendent is responsible for the records and accounts of several towns. The services of a clerk who would devote part of her time to the records and accounts of each town in the union would increase the efficiency of the administration of schools and hence be a profitable investment.

3. *School Accounting.* — As the administration of school affairs becomes more efficient and standards are established, great care in accounting for the expenditure of school money is being demanded. Consequently, school committees should study methods whereby they may inaugurate the best accounting system.

The system now most commonly used in Massachusetts is the voucher accounting system. Under this system certain money is appropriated at the regular town meeting for the use of the school department. The department hires teachers and other employees, contracts for construction or repairs to school property, purchases materials and supplies and renders an account by presenting receipted bills sufficient to balance the expenditure. It is assumed that if this expenditure has been properly authorized, the equivalent received, the price paid and the receipts obtained, the same filed and listed for future reference, a sufficient accounting has been made.

With the increasing demands for instruction adapted to the needs of different groups of pupils, and for adequate buildings and equipment to satisfy these demands, it becomes increasingly necessary to know what it costs to educate a child in each grade and in each subject, to know also what each new activity or added study costs, and to have these costs reduced so far as possible to standard units. A school committee should be able to discover, for example, in town A that it costs . . . dollars per year or . . . cents per hour to teach a child in the first grade, which is . . . dollars more or less than it costs elsewhere. With such information at hand it is possible to discover the cause for the difference in costs in different communities. When the cause or causes have been found, methods for promoting efficiency may be applied. Without some such means of deter-

mining the costs and comparing methods economy is practically impossible, and guessing is substituted for budgets based upon facts. School officials should give careful consideration to cost accounting, and should seek by careful studies of expenditures to determine ways and means of eliminating wastes in school expenditures without interfering with the efficiency or retarding the development of the school system.

A standardized accounting system will assist greatly in the proper development of school administration. It will reveal many facts which are especially helpful in determining what is best for the improvement of the schools; as, for example, the comparative cost of maintenance of the several school buildings of a town will enable the committee to discover waste and extravagance in certain buildings which does not appear in other buildings. The comparative cost of school supplies of the several schools of a town will enable the committee to discover the schools most extravagant in the use of school supplies, and to apply suitable remedies.

4. *School Buildings and Equipment.* — During the past ten years there has been expended annually approximately \$4,300,000 for school buildings and equipment in Massachusetts. The expenditure of so large an amount of money should bring satisfactory returns in improved schoolhouse accommodations. Buildings are being erected each year in which appear errors of construction repeated for the past fifty years. These errors are made in many cases in spite of the fact that superintendents of schools and school committee members have pointed out errors in plans prior to the erection of the building. The most common errors are to be found in number and size of rooms, in their arrangement, in lighting and in equipment.

The school committee should have full responsibility for the care of school property and for the construction of all new school buildings within a town or city. The appointment of special building committees is unnecessary, and frequently leads to unsatisfactory results. If a special building committee is appointed it should include the members of the school committee.

School sites should be chosen and school buildings constructed, not only with a view to the sightliness of the build-

ing but with a view to the uses of the building for school purposes.

Waste in expenditure for school buildings will continue until some competent body has been given authority by the Legislature to approve or disapprove all plans for new school buildings in so far as they have to do with meeting specific school needs. The Board of Education is at the present time given no authority with regard to schoolhouse construction. While agents of the Board frequently give advice and suggestions to school committees pertaining to new school buildings, the service is not adequate.

II. ELEMENTARY SCHOOLS.

Substantial progress has been made in the elementary schools during the past few years. This progress is especially noticeable in the training of teachers both before and after entering service.

The following grouping of teachers conforms to the reorganization which is now being rapidly adopted: —

1. Teachers of one-room rural schools: teaching all subjects in all grades below the high school.
2. Teachers of town or city schools: teaching all subjects in one or more grades.
3. Teachers of upper-grade schools: teaching one or more subjects in one or more grades.

There are in Massachusetts 478 teachers of one-room rural schools teaching all grades, and approximately 600 teachers of one-room rural schools teaching six grades or less.

1. *One-Room Rural School Teachers.* — The number of teachers in one-room rural schools containing all grades will probably be considerably reduced within the next few years as junior high schools are established and upper-grade pupils are sent to central schools. Nevertheless, the demand for teachers trained specifically for this type of school will continue. Young women of ability who are interested in rural life should be encouraged to prepare for this service.

To secure teachers with training and experience for rural schools, their salaries must be equal to those of teachers in the town or city schools. The low-salaried rural teacher, often paying as high for board as teachers in the larger centers, is at a decided financial disadvantage. Then, too, the problem of providing satisfactory boarding places in the country must be solved if good teachers are to be secured and held.

2. *Teachers in Town or City Schools.* — The majority of elementary school teachers are employed in the first six grades of town and city schools. These teachers might well be regarded as "common school" teachers, in that the work in the first six grades is fundamental to the instruction in differentiated courses in succeeding grades. At the present time the aims and pur-

poses of the work in the first six grades are not clearly defined in the minds of many teachers. This lack of definiteness of aim in the fundamental subjects results in low attainment; extensive, rather than intensive instruction; giving information as to processes rather than drill for mastery of fundamental facts. Instruction based upon the assumption that pupils will make up any inefficiencies in succeeding grades by repetition or reviews is often general and superficial.

To secure definiteness in instruction in these grades in the preparation of teachers, attention should be focussed upon the specific needs of the pupils, and a minimum amount of subject-matter prescribed and taught thoroughly. Teachers trained for service within the first six grades may meet the teaching requirements in school systems where the organization of schools is by single grades or on the basis of several grades to a teacher. The attempt to train students to fill any teaching position below the high school results in a waste of valuable time. Strong emphasis, therefore, should be placed upon the training of teachers for service within a limited number of grades, with a view to their continuance as teachers in the grades for which they were trained.

3. *Teachers of Upper Grades.* — The rapid reorganization of the seventh, eighth and ninth grades, with its accompanying demand for departmental teachers, is now receiving serious consideration. Several of the normal schools are now maintaining departments designed to prepare teachers for this work. There will, no doubt, be a strong demand for male teachers in these upper-grade schools, who, in addition to teaching special subjects, will be required to organize and supervise the schools.

AGENCIES FOR IMPROVING ELEMENTARY SCHOOLS.

Improvement of Teaching Service. — Increasing requests are being made upon the staff of the Board for assistance in the training of teachers in service. It appears that the meetings of State and county teachers' associations and other meetings for teachers, while helpful in many ways, do not entirely meet existing needs. One-day annual meetings, the programs of which are largely "inspirational" and in which there is little or no

opportunity for presentation of methods, discussions or class demonstrations, are not sufficiently definite.

The responsibility for the training of teachers in service rests almost wholly upon the local superintendent. He may, from time to time, secure the assistance of normal school teachers, but the number of such teachers is so limited that it is impossible for them to render adequate service.

In a few towns and cities superintendents require teachers to report for work one week prior to the opening of schools in the fall. During this week morning and afternoon meetings are held, and the superintendent discusses with teachers his educational aims, purposes and policies. When these teachers begin their work they know at the outset what is expected of them in the way of service, — the manner in which they are to conduct their schools, the courses of study they are to follow and their relationship to the various school activities. This type of teachers' institute, when properly conducted, is of inestimable value, as it does much to harmonize the work of the teachers.

In some towns and cities where superintendents have special qualifications for instruction of teachers frequent teachers' meetings are held throughout the year. At these meetings programs of study are carried out and teachers are instructed in ways and means of improving their work. There are comparatively few superintendents, however, who offer such courses in education.

Courses of Study for the First Six Grades. — During the past year there have been published courses of study for the first six grades in English literature, English expression, penmanship, arithmetic, physiology and hygiene, and music. At the present time, courses in history and civics, nature study, geography, handwork and drawing are in preparation for these grades, and should be ready for distribution early in 1917. These courses, as stated in the seventy-ninth annual report of the Board, are the result of the combined efforts of agents of the Board of Education, superintendents of schools, teachers and normal school experts. Their general use will do much to bring about a more uniform practice in the education of children below the seventh grade.

Courses of Study for Seventh and Eighth Grades and Junior High School. — Ten committees of superintendents of schools and normal school experts are at the present time working with an agent of the Board, preparing courses of study for the seventh and eighth grades and for the junior high school.

SUGGESTIVE AGENCIES FOR IMPROVING TEACHING SERVICE.

The following agencies are suggested for the improvement of teaching service: —

1. Teachers' institutes.
2. Demonstration schools.

1. *Teachers' Institutes.* — Teachers' institutes would be helpful in the improvement of teachers in service. The following principles are suggested as a basis for conducting such institutes: —

(1) The institute to be devoted to the consideration of one or two subjects only of the course of study, the work in each grade to be presented.

(2) Opportunity to be provided for a maximum number of teachers of the towns represented at the institute to participate in the program.

(3) Concrete suggestions of devices and methods, to be taken from the field of actual experience.

(4) Agents of the Board of Education to co-operate with local school officials in organizing and directing the institute.

The institutes of this type held during the past year were found to be valuable aids in promoting teaching efficiency in the towns represented.

2. *Demonstration Schools.* — There are three ways for teachers to obtain information as to the best methods and devices to use in teaching; namely, (1) reading pedagogical books, (2) attending lectures, institutes and conferences, and (3) visiting schools for the purpose of observing the work of experienced teachers.

Most teachers have access to the first two sources of information. There are not, however, many schools organized so as to furnish good facilities for observing approved methods of instruction, and the few schools thus equipped are inaccessible to the great majority of teachers. The establishment of demon-

stration schools so that teachers within certain areas may visit them at a minimum expenditure of time and money would be of great assistance.

Various plans have been proposed for the establishment and maintenance of such demonstration schools; for example, the local community to supply the building and equipment and pay part of the teacher's salary, the State to approve the teacher selected by the local school committee and pay part of her salary, the work of the teacher to be subject to the supervision of normal school experts. Under this plan the cost would be divided between the State and the local community. The establishment of a sufficient number of demonstration schools to serve as models as to building and equipment, administration and methods of instruction would, unquestionably, be of great value in improving the teaching service.

Report on High Schools.

III. HIGH SCHOOLS.

The report for this year deals with the following topics relating to high schools:—

1. Establishment and growth of high schools in Massachusetts.
2. Reorganization of secondary education.
3. Social studies in secondary education.
4. Manuals on household arts and general science.
5. Planning high school buildings.
6. High school libraries.
7. High school principalships.
8. Preliminary training for high school teachers.
9. Training teachers in service.
10. Certification of teachers for State-aided high schools.
11. Approval of high schools for certification to State normal schools.
12. State aid for high school education.

1. ESTABLISHMENT AND GROWTH OF HIGH SCHOOLS IN MASSACHUSETTS.

Provision for secondary education was made in the early days of the Massachusetts Bay Colony. In 1635¹ the Public Latin School of Boston was established, and twelve years later every town of 100 families was required by law "to set up a grammar school" whose master should be "able to instruct youth so far as they may be fitted for the University," meaning Harvard College. The early Latin grammar schools were modeled after the grammar schools of England, and the program consisted exclusively of Latin and Greek. In fact, as late as 1789 no other subject found place in the Boston Latin School. Before 1826, although the classics still remained the chief concern, geography, history, arithmetic, algebra, geometry and trigonometry gained some recognition in the program of that school.

¹ For a detailed account of the early history of high school education in Massachusetts, see "The Rise of the High School in Massachusetts," by Alexander Inglis, issued by Teachers College, Columbia University.

Outside of the larger towns, Inglis finds that the Latin grammar school almost ceased to exist before the end of the eighteenth century.

The academy arose at about the time that the Latin grammar school waned, but did not exert its greatest influence until the second and third quarters of the nineteenth century. The fortieth report of the Massachusetts Board of Education, which contains an extensive historical survey of educational institutions, shows that 40 academies were incorporated between 1780 and 1825, 95 between 1825 and 1850, and 34 between 1850 and 1875.

Massachusetts high schools, as distinguished from Latin grammar schools and academies, may be said to date from 1821, when the English Classical (High) School in Boston was organized. This was followed in 1826 by the Boston High School for Girls. The famous act of 1827 provided that —

“every city, town, or district, containing five hundred families, or householders, . . . shall also be provided with a master of good morals, competent to instruct, in addition to the branches of learning aforesaid, the history of the United States, bookkeeping by single entry, geometry, surveying, and algebra; and shall employ such master to instruct a school, in such city, town, or district, for the benefit of all the inhabitants thereof, at least ten months in each year, exclusive of vacations, in such convenient place, or alternately at such places in such city, town, or district, as the said inhabitants, at their meeting in March, or April, annually, shall determine; and in every city, or town, containing four thousand inhabitants, such master shall be competent in addition to all the foregoing branches, to instruct the Latin and Greek languages, history, rhetoric, and logic.

It is remarkable that the provisions of this early law have needed so little change. The provision that the school be kept for the benefit of all the inhabitants of the town for ten months, exclusive of vacations, remains unchanged. The requirement that every town of 500 families maintain a high school was modified in 1829, re-enacted in 1835; modified in 1840, re-enacted in 1848; modified in 1850, and re-enacted in 1857. Since then it has continued in force without interruption. There have, however, always been towns that did not comply with the strict letter of this law, but within recent years many

such towns have provided for high school tuition in the high schools of other towns or cities, and in 1914 the Legislature empowered the Board of Education to define the conditions under which such a town could legally be exempted from the requirement. At the present time, 15 towns of 500 families do not maintain high schools; 5 of these have academies in which pupils have free tuition, and the remaining 10 pay tuition in the high schools of other towns or cities.

Towns of less than 500 families were permitted by an act of 1835 to maintain high schools. In 1891 such towns not maintaining high schools were required to provide tuition in high schools of other towns or cities, and in 1913 they were required to furnish transportation also. For information regarding State aid for high school education in these towns, see pages 111-117.

The growth in the number of high schools was especially marked from 1850 to 1875, as shown by the following data taken from the fortieth report of the Board of Education:—

	High schools.		High schools.
1838,	14	1865,	120
1852,	64	1869,	175
1856,	80	1871,	181
1860,	102	1875,	212

The 212 high schools of 1875 were located in 190 cities and towns, which included more than seven eighths of the entire population of the State. Thus high school tuition was free in 1875 for fully seven eighths of the youth of the Commonwealth.

Since 1875 there has been comparatively little increase in the number of high schools, but the increase in the number of pupils has been phenomenal. In fact, the number of pupils doubled in the fifteen years from 1885 to 1900, and doubled again in the fifteen years from 1900 to 1915, as may be seen from the following table:—

YEAR.	High schools.	High school pupils.	Ratio of pupils in high school to total school enrollment.	Population.	High school pupils per 10,000 total population.
1880,	215	18,758	.061	1,783,085	105
1885,	224	20,489	.063	1,942,141	105
1890,	241	25,317	.068	2,238,943	113
1895,	252	32,752	.079	2,500,183	131
1900,	261	40,592	.085	2,805,346	145
1905,	262	45,399	.091	3,003,680	151
1910,	270	59,068	.110	3,366,416	175
1915,	257 ¹	81,853	.138	3,693,310	221
1916,	256	88,240	.145	3,693,310	238

¹ This apparent decrease is due to the fact that a number of academies not "under the order and superintendence of the town authorities" were no longer counted as public high schools.

The following table summarizes the provisions made for high school education in 1915-16 by the various cities and towns:—

CITIES AND TOWNS.	Maintaining public high schools with courses at least four years in length.	Maintaining public high schools with courses only two or three years in length.	Not maintaining public high schools, but having academies.	Providing high school education in schools of other towns or cities.	Reporting no high school pupils.	Totals.
Cities,	36	—	—	—	—	36
Towns having 500 families, .	128	2	6	8	—	144
Towns of less than 500 families,	60	2	4	103	4	173
Totals,	224	4	10	111	4	353

2. REORGANIZATION OF SECONDARY EDUCATION.

While the high school is thoroughly established in Massachusetts as a public institution, its character has been modified and is being modified as the result of new demands. These grow out of a better comprehension of the nature of adolescence, the recognition of variations in the capacities, interests and aptitudes of individual pupils, scepticism as to the validity of extreme claims for the doctrine of formal discipline, the needs of

industrial, commercial and civic life, and, above all, the desire to make the high school a more effective instrument of democracy. This reorganization can hardly be achieved without local initiative aided by a progressive State policy and supported by a general acceptance of a new conception of secondary education.

To assist in this reorganization Clarence D. Kingsley, agent for high schools of the Board of Education, has during the last four years organized, and acted as chairman of, the Commission on the Reorganization of Secondary Education appointed by the National Education Association. On the reviewing committee of this commission are the following Massachusetts men: Dr. James H. McCurdy, Director of Normal Courses of Physical Education, International Y. M. C. A. College, Springfield, who is chairman of the committee on physical education; Henry Turner Bailey of Newton, who is chairman of the committee on art education; Dr. Alexander Inglis, Assistant Professor of Education, in charge of secondary education, Harvard University; and William Orr, former Deputy Commissioner of the Board of Education. Frank V. Thompson, Assistant Superintendent of Schools, Boston, is secretary of the committee on business education. This commission is formulating a statement of the "Main Objectives of Secondary Education," and its sixteen subcommittees under the direction of the reviewing committee of twenty-six members are working upon the various problems of high school administration and instruction. The report of the committee on social studies has been issued, and that on English is in press. The remaining reports are expected to be completed in 1917.

3. SOCIAL STUDIES IN SECONDARY EDUCATION.

The purpose of the proposed reorganization is to make the school more effective, developing in each individual those qualities that will lead him to act well his part in all the relationships of life. In accordance with this conception, secondary schools should, among other things, contribute more specifically to the knowledge, habits and ideals that make for good citizenship. This involves a greater degree of initiative and self-government on the part of pupils, the socialization of all in-

struction, both as to content and method of presentation, and especially the more purposeful direction of the social studies, — geography, history, civics and economics.

To this end the attention of school administrators is called to the following summary of the first report¹ of the commission referred to in the preceding section.

This report presents a six-year program of social studies for grades 7 to 12; that is, for the seventh and eighth grades of the elementary school and the four years of the usual high school, or for the six years of the junior and the senior high schools. The work is organized into two cycles: a junior cycle for grades 7, 8 and 9, including geography, European and American history, and community civics; and a senior cycle for grades 10, 11 and 12, including history, civics and economics. For those who must leave school early the junior cycle provides an opportunity to obtain a social point of view and an interest in community welfare, while the senior cycle provides for more mature consideration of social institutions and civic responsibilities.

History in the seventh grade is organized under the general title "European Beginnings of American History," and the controlling purpose is stated in the following quotation from Dewey: —

History is vital or dead to the child according as it is, or is not, presented from the sociological standpoint. When treated simply as a record of what has passed and gone, it must be mechanical, because the past, as past, is remote. Simply as the past there is no motive for attending to it. The ethical value of history teaching will be measured by the extent to which past events are made the means of understanding the present.

Geography in the seventh grade deals particularly with some prominent Nations of the world and the conditions of commerce. Suggestions are made as to the correlation of history and geography. Attention is called, also, to Bulletin No. 17 for 1915 of the United States Bureau of Education, entitled "Civic Education in Elementary Schools as Illustrated in Indianapolis."

American history is recommended for about one half of the

¹ Bulletin No. 28 for 1916 of the United States Bureau of Education, entitled "Social Studies in Secondary Education."

available time in the eighth grade. For the remainder of the eighth and all of the ninth grade community civics ¹ is made the basis. This does not mean that the pupil is to devote a year and a half to the study of his own town. The subject is organized with the "elements of welfare" as topics, and reaches out to the national and international aspects of these elements. The report shows how historical material may be used in connection with these "elements of welfare," incidentally arousing an interest in further history study. *

A further application of the ideas of community civics is suggested under the title "vocational civics," whereby the pupil's latent interest in vocational opportunities may be utilized not only for the purpose of vocational enlightenment or guidance, but also as a means of understanding the significance of vocations in the service of the community. The pupil may thus be led to realize that he must show the quality of his citizenship through adequate preparation for some useful vocation.

For the last three years of the secondary school the committee recommends that a selection be made from the following courses:—

- | | | |
|------------------------------------|-----------|--------------------------|
| 1. History to approximately 1700, | | 1 year. |
| 2. European history since 1700, | | 1 or $\frac{1}{2}$ year. |
| 3. American history since 1700, | | 1 or $\frac{1}{2}$ year. |
| 4. Problems of American democracy, | | 1 or $\frac{1}{2}$ year. |

Noteworthy are the abandonment of the common practice of devoting an entire year to ancient history, the inclusion of American colonization in the first course, the inclusion of English history in the first and second courses, and the new course recommended as a culmination of the work. The committee advances many reasons for its recommendations.

The "topical" or "problem" method is preferred to a method based primarily on chronological sequence.

Topics are to be selected with reference to the pupils' interest and their social significance.

¹ The committee on social studies also approved the special report on community civics prepared by a subcommittee consisting of J. L. Barnard, F. W. Carrier, A. W. Dunn and C. D. Kingsley, and issued as Bulletin No. 23 for 1915 of the United States Bureau of Education, entitled "The Teaching of Community Civics."

The important aims of history teaching are set forth as —

1. Intelligent patriotism and a sense of responsibility for national efficiency.

2. A sympathetic understanding of other nations and of their contributions to civilization, past, present and future.

3. An understanding of Latin America and the Orient.

It is hoped that this report will be of substantial assistance to Massachusetts schools that are attempting to reorganize the social studies in the seventh and eighth grades and high schools. The subcommittee report on "The Teaching of Community Civics"¹ has been widely distributed in the State. Of 253 Massachusetts high schools, 148 report the introduction of community civics. For teachers of this subject courses have been conducted for three summers at Hyannis, and the agent for high schools has held several conferences. He has also prepared a carefully selected list of books² arranged under the various "elements of welfare." Some of these books are recommended as especially valuable for the teacher, and others are such as to capture the interest and kindle the social spirit among pupils.

4. MANUALS ON HOUSEHOLD ARTS AND GENERAL SCIENCE.

A manual on the teaching of household arts in the seventh and eighth grades of the elementary school and the first two grades of the high school has been prepared under the direction of the Board of Education by a committee of the household arts department of the Framingham Normal School, consisting of Frederic W. Howe, chairman, Louisa A. Nicholass, Millicent M. Coss, W. H. D. Meier and Linwood L. Workman. This manual outlines in detail projects and topics in clothing, food, household management, nursing, housing, accounting and illness. A distinctive feature of this manual consists in an arrangement whereby the work is divided into short, intensive units of several weeks, each unit dealing with one of these divisions of household arts. The work of each of the various years is then made up of several of these short units. By this

¹ Bulletin No. 23 for 1915 of the United States Bureau of Education.

² Circular of Information No. 5 for 1916 Massachusetts Board of Education.

plan the work of each year consists of selected portions of the various phases of homemaking that are adapted to the increasing ability of the pupils as they progress from grade to grade.

A manual on the teaching of general science in the junior high school, or first year of the four-year high school, has been prepared by a committee, consisting of William Orr, former Deputy Commissioner of Education, W. G. Whitman, Salem Normal School, and Howard C. Kelly, High School of Commerce, Springfield.

5. PLANNING HIGH SCHOOL BUILDINGS.

The wise planning of a new high school building is especially difficult at the present time on account of the rapid changes in the character and scope of secondary education. Yet it is of prime importance, as the building determines to no small extent the efficiency of the school and the possibility of meeting the actual needs of the pupils for years to come.

The following *educational* factors must be determined before such a building can be planned satisfactorily, or even economically.

1. *Organization of the School System.* — Should the schools of this city or town be organized on the 8-4, 6-6, 6-2-4 or 6-3-3 plan? Which grades should be housed in the new building? If it is to accommodate both a junior and a senior high school, should they be partially segregated on separate floors or in separate wings? What rooms and equipment may they use in common? Should the junior high school have a separate principal? If so, should there be a central administrative suite?

2. *Work to be offered.* — Should all of the following kinds of work be offered: English, mathematics, history and civics, foreign languages; physics, chemistry, biology, general science; bookkeeping, stenography, typewriting, commercial geography; cooking, sewing, millinery, dressmaking; mechanical and free-hand drawing; joinery, wood-turning, printing, forging, machine-shop work; music and physical training? Are any other kinds of work needed?

3. *Time Allotments.* — How many periods per week should be allotted to each of these subjects and to physical training? The usual allotments to household arts, shopwork and draw-

ing are not adequate. Moreover, physical training is not effective unless the pupil has two double periods per week.

4. *Proportion of Pupils to take Each Kind of Work.* — Under the proposed time allotments, what proportion of pupils are likely to take each of the different kinds of work to be offered?

5. *Probable Increase in the Number of Pupils.* — In the next few years what will be the probable increase in the number of pupils in the grades to be accommodated in the new building? To answer this question an estimate must be made as to the probable increase in the population, the probable drawing power of a new building and of new courses to be offered, and the extent to which new legislation and changing social conditions are likely to increase the proportion of entering pupils and the proportion to graduate.

Even after due allowance has been made for growth in the near future the building should be so planned that classrooms may be economically added. But the auditorium and certain other features that cannot be thus economically enlarged should be built at the outset adequate to meet the needs for a longer period of years.

6. *Length of the School Day.* — The proportion of space to be devoted to various purposes will depend upon the number of periods in the school day. If the number of periods is increased, the pupils will devote a larger proportion of time to study, and consequently more space should be devoted to this purpose. On the other hand, a longer school day permits of more extended use of all rooms, and consequently may reduce the number of rooms needed for various purposes.

7. *Provision for Study.* — In a small high school not exceeding about 100 pupils, all the pupils may have their home desks in one "main room." Under this plan they all come under the control and influence of the principal during opening exercises. No recitations should be held in this room, as it should be used during the day exclusively for study, each pupil being allowed to work at his own desk during his study periods.

There are several plans for taking care of study in medium-sized and large high schools.

One plan is to require pupils to study in the rear seats of rooms while recitations are conducted. This plan places a

restraint upon the enthusiasm of the teacher, as she cannot make the recitation vital and interesting without danger of diverting the attention of the study pupils. Consequently, this plan is to be avoided.

A second plan is to assign study pupils to regular classrooms and provide a teacher for each such group.

A third plan is to provide study halls seating from 70 to 100 pupils each, and used exclusively for study.

The adoption of a longer study-recitation period of sixty or seventy minutes, whereby the preparation of much of the work is under the supervision of the subject-teacher, would reduce the number of seats to be provided in rooms devoted exclusively to study.

8. *Home Desks.* — What rooms may be used as "home rooms?" A common fallacy is to assume that only regular classrooms can be thus used. In large modern buildings it is practicable to use other rooms also for this purpose. If necessary, book lockers may be provided in certain shops and laboratories so that these rooms may accommodate pupils at the opening and close of school, and that the teachers whose work is in these rooms may assist in the personal direction of pupils.

9. *Sizes of Rooms for Different Purposes.* — Probably the most difficult problem is to determine the most efficient and economical sizes for rooms for different purposes. In general, it may be stated that in the majority of buildings the classrooms are too large, as many seats are unoccupied much of the time, while the shops and laboratories are too small for the equipment and the number of pupils that should be assigned to one class.

Furthermore, a building should be so constructed that the partitions between rooms may be changed in position at a minimum cost should the need for such changes arise. In other words, ventilation shafts should be placed in partitions along the corridors rather than in partitions between rooms.

10. *Number of Rooms for Each Purpose.* — After solving the problems already stated, it is possible to determine intelligently the number of rooms that should be provided for each

purpose. The following seems to be the best order in which to make the computation.

First, rooms adapted to only one specific purpose, such as study hall, library and gymnasium.

Second, rooms planned with primary reference to one particular purpose, but which may, if not needed all the time for that purpose and if properly designed, be used for some supplementary purpose. These rooms include rooms for bookkeeping, sewing and art, and, in some cases, laboratories and shops.

Third, classrooms. The total number of classrooms should be sufficient to care for all recitations not provided for in other rooms, but it is not necessary that there should be enough classrooms to provide home desks for all pupils in the school, because study halls, shops, laboratories, bookkeeping rooms, sewing and art rooms may, if equipped for the purpose, be used as home rooms.

It is desirable that certain rooms should be specifically equipped for English, history, civics, mathematics and foreign languages, although the work of these subjects need not be confined to rooms thus equipped.

11. *Auditorium*. — The auditorium should seat all the pupils, as the entire school should be assembled frequently. If the auditorium is needed also for public evening meetings, the entrances and corridors should be so arranged that the public need not have access to other parts of the building. The stage should be suitably equipped for dramatics.

12. *Gymnasium*. — A large floor space clear of obstructions, adequate height, and a flood of fresh air and sunlight are prime essentials. The showers and lockers should be carefully planned. In large schools the teachers of physical education should have offices for physical examinations.

13. *Library*. — The commodious, attractive library is now regarded as an indispensable feature of a modern high school building. In medium-sized and large high schools a librarian should be added to the teaching staff and have every facility for her work. The pupils should have free access to magazines and the bookstacks. Small rooms in which pupils may co-operate in working upon debates, club programs and problems

assigned to several pupils as a group are invaluable in developing the kind of group efficiency which is so important in modern life. The library classroom adjoining the library, in which illustrated material borrowed from the library may be used with classes, has proven stimulating.

In the smaller schools where a separate library room is not practicable there should be ample book-shelving and magazine shelves in the main room so that pupils may have ready access to reading and reference material.

14. *Location of Shops and Heating Plant.* — The advantages of locating the shops and heating plant outside of the main walls of the building should be considered.

15. *Provisions for preparing and serving Lunch.* — The modern high school makes provision for preparing and serving a hot lunch. For hygienic and other reasons pupils should be seated at lunch. Provision should be made so that at least part of the product of the cooking classes may be served in the lunch room. It is frequently necessary to have an auxiliary kitchen for preparing a part of the lunch.

16. *Care of Street Clothing.* — The various methods of taking care of street clothing, such as individual lockers, class wardrobes and basement clothes rooms, should be considered.

17. *Distribution of Books and Supplies.* — One plan is to have a large and well-lighted room where all supplies and textbooks may be placed under the charge of one person. Here the book records may be kept. This plan relieves the teachers of an enormous amount of clerical work, and may be so organized as to safeguard school property and simplify the keeping of book records.

In view of the many educational factors involved in the wise planning of a high school building, the building committee should consist of the school committee or at least include the members of the school committee. The superintendent of schools and the high school principal should be asked to furnish data at the outset, and to advise with the committee on all points involving educational factors.

The new six-year high school building at Billerica is a notable illustration of careful planning, not only for immediate needs but also for economical expansion. The site provides both

for the enlargement of the school plant and for athletics and outdoor games.

The admirable procedure followed this year in the town of Amesbury is here described as suggestive to other committees. At a town meeting a committee of five was appointed to investigate the needs for a new building and to ascertain the probable cost. This committee summoned one member of the school committee, the superintendent of schools, the high school principal, and the agent for high schools of the Board of Education. After discussion of local needs, the agent for high schools was requested to submit a memorandum of the educational features desirable. The committee then secured a preliminary estimate of the cost and presented its findings at a town meeting. The money was voted and the same committee reappointed as a building committee, enlarged by the addition of a member of the school committee and a citizen who was a trained engineer. This committee and the high school principal spent two weeks visiting modern schools, including those recommended by the agent of the State Board. They consulted several architects before making final selection.

The building will provide for the growth of the school for a reasonable period, and is so planned that it may readily be enlarged. In addition to regular classrooms, it contains rooms for commercial work, science, cooking, serving of lunch, dressmaking, manual training, freehand drawing and mechanical drawing. The building will also provide for a gymnasium and shower baths, an assembly hall and study halls, and a large, attractive library. The library will be equipped with a fireplace, ample book shelves, and seating accommodations at reading tables for 70 pupils. A study hall, also accommodating 70 pupils, will be connected with the library. The superintendent of schools and high school principal have been consulted whenever there appeared to be need for modifications in plans.

During the past year the agent for high schools has, at the request of local authorities, given detailed suggestions regarding eight high school buildings. He is especially ready and eager to render any service within his power in this field, because of the great importance of a well-planned building in enabling the school to meet the needs of pupils for years to come.

6. HIGH SCHOOL LIBRARIES.

The movement for high school libraries is rapidly gaining headway throughout the United States. In some States the high school library has become well established, courses for high school librarians instituted, and requirements well defined. The high school library is quite as important for the teaching of English and history as is the science laboratory for the teaching of science. The public library cannot take the place of the high school library, although there may and should be the closest co-operation between them.

This last year a special committee of the Massachusetts Library Club, consisting of Miss Alice M. Jordan, Children's Librarian, Boston Public Library, Miss June R. Donnelly, Director, Simmons College Library School, and William Orr, Deputy Commissioner, State Board of Education, conducted an inquiry regarding the status of high school libraries. Of the 255 high schools in Massachusetts 162 replied to the questionnaire. These schools represent 58,921 pupils, but report a total of only 78,040 books in their school libraries, or an average of 1.2 books per pupil, only 25 high schools having each 1,000 or more volumes. Only 59 of these schools had high school libraries shelved in rooms used for no other purpose. The statistics regarding these 59 schools are given in Part IV. of this report. Only 7 of these schools had regularly appointed librarians. This condition is in marked contrast with the status of high school libraries in California. The high school libraries of that State are reported as containing 375,000 volumes; 119 high schools had each 1,000 or more books in the library; 34 schools employed a high school librarian devoting full time to the library work; and 15 of these librarians received salaries of \$1,000 or over.

In many recent high school buildings throughout the United States the high school library room is made the most attractive room in the school. In Massachusetts, Amesbury, Billerica and Chicopee have this year provided such rooms in new high school buildings.

Miss Mary E. Hall, librarian at the Girls' High School, Brooklyn, N. Y., and chairman of the committee on high

school libraries of the National Education Association, prepared an exhibit relating to high school libraries for the 1916 meeting of that association. It is expected that this exhibit will be brought to Simmons College in the spring of 1917.

7. HIGH SCHOOL PRINCIPALSHIPS.

While the general control of the high school is vested in the school committee and the superintendent of schools, direct responsibility for its efficiency rests with the principal. Unless he is a capable organizer, a leader of young people, and thoroughly in sympathy with all the courses of study and extra classroom activities that actually meet the needs of pupils of high school age, the school will fail in its true mission.

In order to increase the efficiency of the high school principalship the following means are recommended:—

1. *Specific Preparation for the Principalship.*— Too often a principal is selected on the ground that he has a pleasing personality and has been unusually successful in teaching some one subject. These qualifications, while important, are far from adequate. He should be a student of educational problems. It is extremely desirable that he should have taken courses in high school organization and administration in a college or university. This seems to be a reasonable requirement in view of the summer schools now offering such courses. Experience as principal of a smaller school affords excellent training for similar responsibilities in a larger school, while experience as a department head under a capable principal is of added value.

2. *Conferences for Principals.*— In view of the new problems continually arising in high school administration it is important that principals should hold frequent conferences to interchange the results of experience and to learn about progressive changes in secondary education that are taking place in this and other States.

Several groups, each containing ten to fifteen principals, hold frequent meetings. The members testify that these "round-table" conferences, enabling the members to discuss their problems in detail, are extremely helpful. It would be desirable

for additional groups to be formed so that every principal may become a member of such a group.

The Headmasters' Club of western Massachusetts was organized twenty-one years ago and has 42 members. This club holds four meetings a year. The following are among the important topics that have been discussed:—

1. Athletic Rules of the High Schools of Western Massachusetts.
2. Requirements for Admission to College.
3. The Articulation of the Elementary and High Schools.
4. Length of the High School Year.
5. The Reorganization of Secondary Education.
6. Society for Encouragement of Good Scholarship.

The High School Masters' Club of Massachusetts now includes in its membership nearly all the high school principals of the State. This organization was formed in 1885 by a few principals near Boston to cultivate mutual acquaintance and for the discussion of topics of common interest. Within the last few years it has undertaken important educational investigations, and reports have been made by committees as follows:—

- 1913.** High School Program of Studies. Cyrus W. Irish of Lowell, chairman, Wilbur J. Rockwood of Everett, Frank P. Morse of Revere, John A. Avery of Somerville, and B. Sumner Hurd of Beverly.
- 1914.** How can the Scholarship of High School Pupils be improved? Frederick W. Plummer of Fall River, chairman, Lorne B. Hulsman of Melrose, Fred C. Mitchell of Arlington, Maurice B. Smith of Gardner, and Eugene D. Russell of Lynn.
- 1915.** What can be done for the Gifted Pupil? James D. Howlett of Medford, chairman, Winfred C. Akers of Brookline, George W. Evans of Boston, Charles J. Emerson of Stoneham, Walter H. Cushing of Framingham, and Fred C. Mitchell of Arlington.
- 1916.** Athletics. Ernest G. Hapgood of Boston, chairman, George E. Davis of Lynn, Willis L. Eaton of Waltham, George W. Earle of Boston and Kenneth L. Morse of Leominster.

In 1915 a committee was appointed to report on the reorganization of the school system, consisting of Frank P. Morse of Revere, chairman, Charles L. Curtis of Milton, Ernest L. Collins of Quincy, John W. Wood of Cambridge, and George W. Low of Woburn. This committee is to make its report in 1917.

As a result of the work of the committee on athletics the Massachusetts High School Athletic Association has been formed. This association has adopted rules of eligibility designed to secure uniform regulation of athletics throughout the State, and to correct many abuses which have been prevalent because of the popular interest in boys' sports. Regarding this association the secretary, John W. Hutchins of Malden, states as follows: —

The administration of this athletic association is in the hands of an executive board consisting of the following: George E. Davis of Lynn, James E. Downey of Boston, and Merle S. Getchell of Brockton. John W. Hutchins of Malden is secretary.

At the present time 108 high schools are members of this State association, including nearly all the larger high schools. Many small high schools are also finding that membership in the association is their most valuable asset in controlling sports in their own schools. Much is expected from this organization in rationalizing the popular enthusiasm attending school athletics, in cultivating true sportsmanship in the rivalry between schools, and also in making the benefits of high school athletics accessible to a larger proportion of the high school population.

In June, 1916, the Board of Education organized a State conference for high school principals, which was held at Harvard University in connection with the second Annual Conference of School Administrators. Seven sessions were held, at which the following topics were presented and discussed: —

The Main Objectives of Secondary Education.

Organization and Administration of an Effective Program of Health Education.

Organization and Administration of an Effective Program of Vocational and Educational Guidance.

Organization and Administration of an Effective Program of Social-Civic Education.

Organization and Administration of Different Curriculums to meet the Needs of Different Groups of Pupils.

The Principal's Duty in improving Instruction.

High School Management.

About sixty principals attended part or all of the meetings. The value of such a conference was fully attested, and, with such changes as may be desirable, it is believed that a State conference at which there may be a full attendance of high school principals would be of the very greatest value in the

consideration of the many problems of high school organization and administration now arising in the attempt to meet the new demands placed upon high schools.

3. *Salaries Adequate to attract and retain Men of Superior Ability.* — The ability, training and experience necessary in order that the principal of a high school may deal adequately with the varied educational and administrative problems of the modern high school demand higher salaries than those now commonly paid. The salaries of the 255 principals of public schools in Massachusetts for the school year 1916-17 range from \$4,068 to \$700. Only 40 have salaries of \$3,000 or more, while 48 have salaries of less than \$1,200.

The salary of the principal, the number of years of his experience as principal or teacher, and the membership of the school is given for each high school in Part IV. of this report. For the purpose of comparison and discussion of salaries the schools are divided into the following groups: —

Group I., high schools in cities and towns of over 10,000 population.

Group II., high schools in towns of less than 10,000, but more than 5,000 population.

Group III., high schools in towns of less than 5,000 population, but having 500 families.

Group IV., high schools in towns of less than 500 families.

The wide variation in the salaries in these different groups and in the number of years of experience of the principal may be seen from the following table, in which is given the median¹ salary, the median number of years of experience, the median number of years that the principal occupied his present position previous to September, 1916, and the median membership of the high school for each of the four groups: —

	Group I.	Group II.	Group III.	Group IV.
Median salary of high school principal,	\$2,600	\$1,800	\$1,450	\$1,050
Median number of years of experience of principal as principal or teacher previous to September, 1916.	22	13	10	7
Median number of years principal occupied his present position previous to September, 1916.	5	3	3	1
Median number of pupils in the membership of these high schools about October, 1916.	700	190	83	40

¹ The median in any group of numbers is the middle number when all the numbers in that group are arranged in order of magnitude.

The number of principals receiving various salaries in high schools of each of these groups is summarized as follows: —

SALARIES.	Group I.	Group II.	Group III.	Group IV.	Totals.
Under \$1,000,	—	1	2	18	21
\$1,000-\$1,199,	—	4	10	13	27
\$1,200-\$1,399,	—	3	15	15	33
\$1,400-\$1,599,	—	8	25	4	37
\$1,600-\$1,799,	2	9	6	4	21
\$1,800-\$1,999,	13	13	2	—	28
\$2,000-\$2,499,	16	11	3	—	30
\$2,500-\$2,999,	15	3	—	—	18
\$3,000-\$3,499,	19	1	—	—	20
\$3,500 or over,	20	—	—	—	20
Totals,	85	53	63	54	255

Frequent changes in the principalship in a school make the development of a consistent educational policy almost impossible. From the following table it appears that changes in the principalship are too frequent, especially in the smaller schools: —

NUMBER OF YEARS PRINCIPAL OCCUPIED HIS PRESENT POSITION PREVIOUS TO SEPTEMBER, 1916.	NUMBER OF HIGH SCHOOLS.				Totals.
	Group I.	Group II.	Group III.	Group IV.	
0 years,	8	14	9	21	52
1 year,	8	6	10	9	33
2 years,	12	4	12	10	38
3 or 4 years,	11	11	16	7	45
5 to 10 years,	23	11	10	7	51
Over 10 years,	23	7	6	0	36
Totals,	85	53	63	54	255

The increased salaries now being paid to persons of ability in other executive positions, together with the increased cost of living, make an increase in the salaries of high school principals still more urgent. The following table shows that of the 203 principals who occupied their present positions last year only 100 received an increase in salary.

INCREMENT IN SALARIES.	NUMBER OF HIGH SCHOOLS.				Totals.
	Group I.	Group II.	Group III.	Group IV.	
Change in principal,	8	14	9	21	52
No increment,	44	22	22	15	103
Increment of \$50 or less,	2	4	13	7	26
Increment of \$51 to \$100,	14	8	16	8	46
Increment of more than \$100, . . .	17	5	3	3	28
Totals,	85	53	63	54	255

A State policy of providing such increments in the salaries of high school principals would do much to attract men of superior ability and to reduce the excessive changes in the principalship.

8. PRELIMINARY TRAINING FOR HIGH SCHOOL TEACHERS.

Special departments have been organized in various State normal schools for the training of secondary school teachers as follows: —

1. Salem Normal School offers a three-year curriculum to prepare teachers of commercial subjects. For students now entering the school the curriculum is four years in length, one of which must be spent in commercial employment under the supervision of the school.

2. Framingham Normal School offers a three-year curriculum to prepare teachers of household arts. Some of the graduates of this course are recommended as teachers of general science, biology and chemistry, in addition to household arts.

3. Fitchburg Normal School offers a three-year curriculum to prepare teachers of practical arts. Only men are admitted to this course.

4. Massachusetts Normal Art School offers a four-year curriculum to prepare teachers of mechanical and freehand drawing.

5. Bridgewater, Fitchburg, Salem and Worcester Normal Schools have this year begun to offer three-year curriculums for the training of teachers for junior high schools. At Fitchburg, however, an additional year must be spent in teaching on salary.

Data regarding the preparation of secondary school teachers in Massachusetts colleges have been gathered by Alexander Inglis, assistant professor of education in charge of secondary education, Harvard University. His findings are as follows:—

The colleges of Massachusetts have always been the main source from which teachers are recruited for the secondary schools of the Commonwealth. Until the last decade of the nineteenth century the training thus afforded included solely instruction in the subject-matter of the various studies to be taught. No attempt was made to provide specific training through professional subjects of education until 1891, when such training was begun at Harvard University. At the present time such courses are to some extent provided in all except four of the eighteen colleges of the Commonwealth.

The desirable forms of professional training for secondary school teachers and the work now offered by the colleges of the Commonwealth are as follows:—

1. Instruction in the subject-matter of the studies to be taught in the secondary school. This is now well provided in nearly all the colleges.

2. Instruction in the fundamental professional subjects of education, such as the history of education, educational psychology and principles of education. Thirteen or fourteen colleges in the State offer such courses, though in some cases these courses are taught by instructors not primarily interested in education as a professional subject of study.

3. Instruction in the principles and problems of secondary education. Nine or ten colleges offer such courses. Much remains to be done in this field.

4. Instruction in the methods of teaching in the secondary school. This may be provided separately or combined with instruction in the principles and problems of secondary education, or combined with instruction in the teaching of various subjects. This work is offered in a few institutions only, and is generally admitted to be inadequate.

5. Instruction in the teaching of various subjects. Five or six colleges provide some courses of this nature, but the condition is very unsatisfactory, in part because it is uneconomical to provide separate courses in the teaching of all the various subjects on account of the small number of students intending to teach a single subject, and in part because such courses are commonly taught by the regular college instructor in those subjects, whose experience in secondary school teaching has been slight or entirely lacking.

6. Experience in supervised apprentice teaching. Nine or ten colleges now offer facilities for such apprentice teaching under professional supervision.

In 1916 about 700 graduates of Massachusetts colleges entered the teaching profession, for the most part in the secondary schools of this and

other States. Of that number approximately 500 had taken at least two professional courses in education. Returns from colleges show that few, probably less than 100, had done some apprentice teaching as a part of their professional training in the college.

The colleges of Massachusetts have made a promising beginning of training teachers for the secondary schools of the State. Further progress in that direction is conditioned by a number of factors, among which the most important are —

1. The establishment of a system of certification which shall prescribe standards of admission to the service and encourage the professional training of secondary school teachers.

2. Recognition of the fact that a graduate year of professional study is essential for the adequate training of such teachers, and provision for such a graduate course.

3. The provision of greater and better facilities for apprentice teaching under supervision as a part of the training of secondary school teachers.

4. Provision of greater and better facilities for prospective teachers in the methods of teaching each of the various subjects in the secondary school.

It is to be noted that the first three of these factors are to a great extent dependent upon State action. Until the present, the initiative in providing facilities for the training of secondary school teachers in Massachusetts has been taken by the colleges without the active assistance or co-operation of the State. It is probable that the extension of those facilities must depend to a considerable degree on the action of State and local school authorities.

9. TRAINING TEACHERS IN SERVICE.

There is great need at the present time for adequate provision whereby teachers of the various high school subjects may obtain expert advice upon problems arising in the teaching of their own subjects. Many of the larger high schools are organized by departments, with head teachers who are able to help the younger teachers. In the small and medium-sized high schools, however, no such assistance can be provided. While the superintendent of schools does give much help in general methods of teaching, he is not a specialist in the teaching of the various subjects. The high school principal is also unable to give sufficient attention to the detailed problems of the various departments.

In the seventy-ninth report of the Board of Education a suggestion was made that the State employ special agents or

directors in each of the main fields of high school education. It was pointed out that these directors would —

(a) Visit teachers in their classrooms and give individual assistance.

(b) Confer with groups of teachers on common problems.

(c) Issue bulletins on the results of successful experimentation, and give references to useful material.

(d) Revise from time to time the teacher's manual on that subject.

A beginning has been made in the field of commercial education, in that the director of the department for training commercial teachers at the Salem Normal School devotes one day a week to visiting commercial departments. This service should be extended so that one man could devote his entire time to this field work. As suggested in the seventy-ninth report, such a field agent should be in the closest possible touch with the school preparing teachers for that work, and, if possible, his services should alternate in successive years with that of the director of the training department. By this method these directors could establish the necessary contact between the high schools and the departments that offer the preliminary training.

10. CERTIFICATION OF TEACHERS FOR STATE-AIDED HIGH SCHOOLS.

Chapter 375 of the Acts of 1911 authorizes the Board of Education to define the requirements for certification of teachers for State-aided high schools,¹ and to grant certificates to eligible candidates.

Three classes of certificates are now granted,² namely, preliminary, permanent and special. The requirements for these certificates were given in the seventy-eighth annual report of the Board, and are also stated in a circular of information.

The following table shows the number of teachers who have been granted certificates up to Dec. 1, 1916: —

¹ There were 48 State-aided high schools in 1915-16.

² A general certificate was granted prior to July 1, 1912, but is no longer issued, as by chapter 375 of the Acts of 1911 applications for this certificate could not be accepted after July 1, 1912.

	Men.	Women.	Totals.
General,	167	420	587
Preliminary,	58	139	197
Special,	10	37	47
Totals,	235	596	831

11. APPROVAL OF HIGH SCHOOLS FOR CERTIFICATION TO STATE NORMAL SCHOOLS.

Of the 250 public four-year high schools in Massachusetts, 226 had the privilege of certification to State normal schools in 1916. Of these, 90 were approved directly by the Board of Education, and 136 were allowed the privilege on the ground that they had been approved by the New England College Entrance Certificate Board. Consequently, in 1916 only 24 of these schools did not have this privilege.

High schools that in 1915 had the privilege of certification to State normal schools on the ground of their approval by the New England College Entrance Certificate Board had this privilege extended for 1916. After 1916 the certificate privilege will be limited to public high schools in Massachusetts approved by the Board of Education. Candidates from schools outside the State will be dealt with on an individual basis.

The 90 four-year schools that were approved by the Board of Education for the privilege of certification to State normal schools for the year 1916 are given in Part IV. of this report; 48 of these schools were ranked in Class A and 42 in Class B. In making this ranking the Board dealt with the schools constructively. When a school was approved in Class B the superintendent was informed of the reasons why it was not approved in Class A. This provision for a Class B ranking of schools is of decided benefit in many ways. It enables a school that does not quite meet Class A standards to certificate the more capable pupils who desire to enter normal schools, and at the same time does not give full recognition to such a school.

Regulations regarding the approval of high schools for the privilege of certification to State normal schools were adopted by the Board of Education in November, 1915, and issued as Circular of Information No. 9 for 1915.

12. STATE AID FOR HIGH SCHOOL EDUCATION.

Every town containing 500 families, according to the latest census, State or national, is required by law to maintain a high school, unless specifically exempted by the Board of Education under conditions defined by the Board as provided by chapter 556 of the Acts of 1914. A town containing 500 or more families cannot receive State aid either for the support of its high school, if it maintains one, or for the tuition and transportation of its pupils to other high schools, if it does not maintain one.

If a town of less than 500 families maintains a high school, it may, under conditions stated below, receive an annual grant of \$500; or if such town does not maintain a high school, it may, under conditions stated below, receive reimbursement, in whole or in part, for its expenditures for the tuition and transportation of pupils attending public high schools in other towns or cities.

According to the United States census for 1910, there were 173 towns of less than 500 families. For the year ending June 30, 1916, 60 of these maintained four-year public high schools and 113 did not. Of the 60 towns that maintained four-year high schools, 48 received the \$500 grant. Of the 113 towns that did not maintain four-year high schools, 92 received reimbursement, in whole or in part, for expenditures for high school tuition or transportation, or both. Of these 92 towns, there were 42 that received reimbursement in full for both tuition and transportation.

The \$500 grant was established for the purpose of encouraging the strengthening of high schools in towns of less than 500 families. The State, however, now pays only about one fifth or one sixth of the cost of high school education in the case of the 48 towns that received the \$500, while it bears practically the entire cost of high school education in the case of the 42 towns that were reimbursed in full for the tuition and transportation of high school pupils to other high schools.

The total amount of State aid for high school education for the year ending June 30, 1916, was as follows: —

	Number of towns aided.	Number of pupils.	Amount of State aid.	Average per pupil.
High school grant,	48	2,302 ¹	\$24,000 00	\$10 43
Tuition reimbursement,	91	1,664 ²	70,264 19	42 23
Transportation reimbursement, .	71	1,357 ²	33,788 80	24 90
Total,	—	—	\$128,052 99	—

¹ Approximate number of pupils who resided in these towns and attended these high schools.

² Number of different pupils.

The conditions under which the high school grant, high school tuition reimbursement, and high school transportation reimbursement are paid by the State, together with lists of the towns receiving such aid for the year ending June 30, 1916, and the amounts paid each year, are given below:—

High School Grant.—Any town of less than 500 families may receive from the State annually the high school grant of \$500, provided—

1. That it maintains a high school approved by the Board of Education.

2. That the high school has at least two teachers, and offers a four-year course of study.

3. That the high school teachers are certified by the State Board of Education.

4. That the valuation of the town per pupil in the average membership of its public schools does not exceed the corresponding ratio for the Commonwealth (\$8,815).

The following 48 towns, having complied with the above conditions of the law, received the \$500 grant for the year ending June 30, 1916.

Ashby,	Chester,	Medfield,
Ashfield,	Conway,	Mendon,
Ashland,	Douglas,	Millis,
Avon,	Edgartown,	New Marlborough,
Bernardston,	Essex,	New Salem,
Bolton,	Granby,	Northborough,
Brewster,	Hadley,	Northfield,
Brimfield,	Huntington,	Norwell,
Charlemont,	Littleton,	Pembroke,
Charlton,	Lunenburg,	Petersham,

Plainville,	Shrewsbury,	West Boylston,
Rutland,	Southborough,	Westminster,
Sandwich,	Sterling,	West Newbury,
Sheffield,	Stow,	Williamsburg,
Shelburne,	Sudbury,	Wilmington,
Shirley,	Wellfleet,	Wrentham. — 48.

Each of the following 12 towns of less than 500 families maintained four-year high schools, but the valuation of the town per pupil in the average membership of the public schools *exceeded* the corresponding ratio for the Commonwealth (\$8,815), and, therefore, they were not entitled to receive the high school grant.

Carver,	Oak Bluffs,	Tisbury,
Dover,	Orleans,	Topsfield,
Duxbury,	Sherborn,	Weston,
Hamilton,	Stockbridge,	Yarmouth. — 12.

In the last four years there have been few changes in the list of towns receiving the grant. Brewster and Orleans were dropped in 1913, Sherborn in 1914, and Medfield and Tisbury in 1915, because the valuation of these towns per pupil in the average membership of their public schools exceeded the corresponding ratio for the Commonwealth. Sharon was dropped in 1913, because the number of its families exceeded 500. Wellfleet and Westminster were added in 1913, because they employed two teachers. Brimfield was added in 1915, because the academy in that town was made a public high school, and Brewster and Medfield were added in 1916 because the valuation of these towns per pupil in the average membership of public schools was less than the corresponding ratio for the Commonwealth.

Provision for the high school grant was first made by the Acts of 1902. The grant was \$300. This grant was increased to \$500 by the Acts of 1906. The number of towns that have received this grant each year since its establishment is as follows: —

	Towns.		Towns.
In 1903,	26	In 1910,	45
In 1904,	34	In 1911,	47
In 1905,	36	In 1912,	49
In 1906,	37	In 1913,	48
In 1907,	40	In 1914,	47
In 1908,	44	In 1915,	46
In 1909,	44	In 1916,	48

High School Tuition Reimbursement. — Any town of less than 500 families not maintaining a high school must pay tuition for high school instruction in other towns or cities, and the State reimburses the town for such payments for tuition to the extent of one half in case the valuation of the town exceeds \$1,000,000, or the entire cost in case the valuation does not exceed \$1,000,000 provided —

1. That the high school attended is approved by the Board of Education.

2. That the valuation of the town per pupil in the average membership of its public schools does not exceed the corresponding ratio for the Commonwealth.

For the year ending June 30, 1916, 113 towns of less than 500 families did not maintain four-year high schools.

The following 17 of these towns each had a valuation per pupil in the average membership of its public schools in *excess* of the corresponding ratio for the Commonwealth (\$8,815), and, therefore, they were not entitled to receive State reimbursement for tuition expenditures: —

Bedford,	Lincoln,	Russell,
Boxford, ¹	Longmeadow,	Tolland,
Chilmark,	Marion, ¹	Wenham,
Gosnold,	Mount Washington,	West Tisbury,
Harvard, ¹	Nahant, ²	Westwood. — 17.
Hull,	Princeton, ²	

The following town presented no claim for reimbursement of tuition expenditures, as the pupils attended an academy in that town: —

Hatfield. — 1.

¹ Pupils in these towns attended academies located therein.

² These towns maintained high schools offering less than four years of instruction.

The following 4 towns presented no claims for reimbursement of tuition expenditures and presumably had no pupils in attendance in high schools: —

Gay Head,
Goshen,

Mattapoisett,
Shutesbury. — 4.

There were 91 towns that were reimbursed in whole or in part for tuition expenditures. The names of these towns, together with the amount received by each town, are given in Part IV. of this report. Seventeen of these towns were reimbursed for one half cost of tuition, as their valuation exceeded \$1,000,000, and 74 were reimbursed for full cost of tuition, as their valuation did not exceed \$1,000,000.

Provision for State reimbursement of expenditures for high school tuition in towns of less than 500 families was first made in 1895. That act, however, provided such reimbursement only when the valuation of such a town did not exceed \$500,000. In 1902 such reimbursement was extended to all towns of less than 500 families when the valuation of the town for each pupil in the average membership of its public schools did not exceed the corresponding ratio for the Commonwealth. By this act reimbursement was to be in full in case the valuation of the town was less than \$750,000; otherwise, for one half the expenditure. In 1911 full reimbursement was extended to such towns having a valuation of less than \$1,000,000.

The number of towns that have been reimbursed in whole or in part each year since 1895, when provision for such reimbursement was first made, together with the number of pupils for which such reimbursement was made and the amount of the reimbursement, is shown in the following table: —

Reimbursement for high school tuition.

SCHOOL YEAR.	Number of towns.	Number of pupils.	Amount of reimbursement.
1895, ¹	28	112	\$840 41
1895-96,	38	143	3,873 05
1896-97,	43	219	6,121 72
1897-98,	51	255	7,309 18
1898-99,	59	298	9,436 67
1899-1900,	62	347	11,819 53
1900-01,	62	357	12,384 43
1901-02,	62	392	14,675 85
1902-03,	99	996	31,888 27
1903-04,	103	1,099	35,402 84
1904-05,	106	1,194	38,071 95
1905-06,	100	1,077	36,196 67
1906-07,	97	1,061	36,613 94
1907-08,	97	1,114	38,808 43
1908-09,	98	1,130	41,326 20
1909-10,	99	1,177	42,759 03
1910-11,	95	1,200	44,868 89
1911-12,	94	1,257	53,243 79
1912-13,	88	1,113	47,711 09
1913-14,	89	1,292	56,152 29
1914-15,	90	1,486	62,089 70 ²
1915-16,	91	1,664	70,264 19
Totals,	—	18,983	\$701,858 12

¹ Between April 4 and July 1, 1895.² Includes \$1,185 paid Southampton for expenses incurred the preceding school year.

High School Transportation Reimbursement.—To encourage high school attendance by pupils residing in towns not maintaining high schools, chapter 396 of the Acts of 1913 provides that every town having less than 500 families but not maintaining a high school shall, “when necessary, provide for the transportation of any child who resides in said town and who, with the previous approval of the school committee of the town, attends the high school of any other town or city, and shall pay for the expense of such transportation a sum not exceeding one dollar and fifty cents per week during the time of actual attendance of such child in the high school.”

To encourage towns of less than 500 families not maintaining high schools to make adequate provision for the support of the elementary schools, this act further provides that these towns may be reimbursed from the treasury of the Commonwealth as follows:—

(a) The *entire* amount (not exceeding \$1.50 per week per child) actually expended for transportation under this act, provided that the town “has expended from the proceeds of local taxation for the support of its public schools for the preceding year an amount equal to at least five dollars per thousand of valuation.”

(b) *One half* the amount (not exceeding \$1.50 per week per child) actually expended under this act, provided that the town “has expended for the support of its public schools for the preceding year from the proceeds of local taxation an amount not less than four and less than five dollars per thousand dollars of valuation.”

(c) No reimbursement in case the town has expended for the support of its public schools less than four dollars per thousand of valuation.

The year ending June 30, 1914, was the first year for which the State under this act reimbursed towns for the expenditure incurred for transportation of high school pupils, and 36 received reimbursement in full and 23 in part that year. For the year ending June 30, 1915, 46 received reimbursement in full and 26 in part. For the year ending June 30, 1916 —

55 expended at least \$5 per thousand valuation for the support of their public schools.

54 received full reimbursement.

1 presented no claim.

22 expended \$4 but less than \$5 per thousand valuation for the support of their public schools.

17 received half reimbursement.

5 presented no claim.

36 expended less than \$4 per thousand valuation for the support of their public schools and, hence, were not entitled to reimbursement.

The names of the towns receiving this reimbursement, together with the amounts received by each town, are given in Part IV. of this report.

IV. THE JUNIOR HIGH SCHOOL MOVEMENT IN MASSACHUSETTS.

Chester R. Stacy of the Bridgewater Normal School, who has made a special study of junior high schools in Massachusetts, has summarized the progress of the movement for such schools as follows:—

In 1907 the State Normal School at Fitchburg began to organize the seventh and eighth grades of its training school so as to give differentiated work in these two years below the high school. This school, then called "the practical arts school," but recently and more properly rechristened "the junior high school," was designed to give pupils more of an opportunity than the conventional graded school offered to follow the lines of their natural aptitudes, and also better to provide for those pupils who were not likely to enter the high school. Four curriculums were offered which have since constituted the typical program in a full-fledged junior high school, namely, the academic, preparing for the general high school curriculum with entrance to higher institutions closely in mind; the commercial, fitting for the high school commercial studies or for elementary office work; the practical arts for boys, offering the groundwork for the common trades; and the domestic arts for girls, equipping them for the simpler duties of homekeeping.

In the fall of 1914 Somerville organized one of its grammar schools, the Forster, into a junior high school so as to include grades 7, 8 and 9. The success of the experiment has led the school department to adopt the plan for the whole city. Confronted with the problem of overcrowding in all the elementary schools and the high school, it is believed that the way in which this problem can be solved, in the words of Superintendent Clark, "with the best regard for educational efficiency, for economy and for convenience of pupils, is by establishing four junior high schools so located as to accommodate the entire city." The present ninth grade of the elementary school is to be eliminated and the schools organized on the 6-3-3 plan.

Springfield has what are locally termed "central grammar schools," into each of which the upper grades of a given district are gathered. Several of these schools are in reality junior high schools because they offer departmental instruction, some differentiation of work, including a foreign language as an elective, and promotion by subject. The tendency is to transform the ninth grade into a year of secondary work of junior high school character, and to extend more completely and formally this type of organization throughout the city system.

Boston has what are called "intermediate classes" in the various school districts of the city. In these classes children are given "a choice in the seventh and eighth grades between the ordinary curriculum and what

might be called the high school preparatory or intermediate plan." Recent reports of Superintendent Dyer and Assistant Superintendent Burke indicate a confidence that in the near future junior high schools will become a fundamental part of that city's school system. Moreover, the report of a committee of experts investigating the Boston schools at the request of the finance committee has recommended such organization on the score of both educational efficiency and economy.

Chelsea has, like its neighbor, Somerville, relieved the congestion in its high school, and at the same time increased the educational opportunities, by inaugurating a junior high school system operating on the 6-3-3 plan. In a large wing of the Shurtleff building, and in an extension recently completed at the Williams School, two of the largest school plants in this part of the country, junior high schools have been organized with three curriculums, — general, commercial and industrial. A third school, the Carter, is also organized on the junior school plan, except that the third-year class cannot be accommodated until the building is enlarged.

Beverly since 1911 has offered to its eighth-grade pupils four different curriculums, — the general, business, manual arts and household arts. Consolidation has been made in different buildings according to the curriculum, the general curriculum being offered at several schools, the business curriculum at one special school, and the manual and household arts curriculums at another special school. These curriculums are open to any pupil in the city promoted from the seventh grade. The school department hopes for the completion of this reorganization through the establishment of a junior high school.

Arlington, a growing suburb of Boston, opened its new high school building a year ago, and assembled in the vacated, old high school building the eighth and ninth grades of the entire town, organized as a junior high school. A citizens' committee of five, appointed to investigate and report upon additional school accommodations, in a report just published (Nov. 24, 1916) "is of the unanimous opinion that plans for such accommodations should be developed with a view to continuing the junior high school policy recently adopted by the school committee," and "that there should eventually be two junior high school buildings, one at each end of the town."

Reading, another suburban town, has had in operation for about the same length of time the "intermediate school." For a number of years the upper grammar grades had been consolidated in the Highland School, with manual arts, physical training and domestic science available. Conditions, therefore, were particularly favorable to reorganization. Grades 7 and 8 constitute the new school, the high school remaining unchanged.

The town of Plymouth opened its first junior high school in 1914 in a new four-room building into which were gathered two seventh and two eighth grades. Departmental teaching and differentiated work are offered, and a close articulation is made with the senior high school. Teachers of typewriting, chemistry and physics divide their time between the two

schools. The success of the school is so manifest to the community that they are enlarging the junior high school plant.

Ipswich is another recent example of the establishment of a junior high school, into which the upper grades were gathered instead of being scattered in several different buildings in close proximity to each other.

Franklin has already consolidated the seventh and eighth grades in two schools near the center of the town. By an easy readjustment, all the seventh and eighth grades were brought to the upper floor of one building and a small junior high school established.

In 1912 the school department at Easton brought all the eighth grades of the town into the high school building, and by combining them with the freshman class of the high school organized an intermediate school upon the 7-2-3 plan, and offered five curriculums, — academic, commercial, practical arts, domestic arts and agricultural. Now that a new eight-room building has provided the necessary room the school has been organized on the 6-3-3 plan.

Amherst this last year organized in a small separate building in the center of the town a junior high school under conditions favorable to the satisfactory development of junior high school ideals in smaller towns. The fact that the junior high school is on the same lot with the new high school building makes possible the introduction of differentiated courses in the junior high without increased cost for equipment. The junior high pupils make use of the high school gymnasium, printing shop, woodworking shop, cooking room, sewing room and assembly hall. In this way the expensive high school plant is in constant use from 8.30 in the morning until after 5 o'clock in the afternoon.

Medford is to have a large new building solely for junior high school purposes.

The city of Everett has probably laid the foundation for a junior high school by consolidating the ninth grades in a new central building with some departmental work and a little differentiation of studies. Other places have gathered the highest grammar grade or two into the high school building with the idea of developing six-year high schools. A few cities, Cambridge and Brockton, for example, are hoping to solve temporarily, at least, their problems of overcrowding by enlarging the regular high schools. They contemplate having junior high schools eventually, and are preparing the way by organizing departmental teaching and differentiated work in some of the elementary schools. Other cities, like Quincy and New Bedford, are looking forward to junior high schools as the sole promise of an effective means of overcoming the difficulties and at the same time promoting the educational interests of the children.

The list of places mentioned above is not complete because this movement is so steadily progressing that it is difficult to present an up-to-date record of cities and towns committed to this plan. It is clear, however, from the foregoing facts that this scheme of school administration has made marked gains in Massachusetts.

Résumé of the Reports of the Normal School Principals.

V. STATE NORMAL SCHOOLS.

The ten normal schools maintained by the State, the principal, and dates of establishment and opening of each are as follows:—

SCHOOL.	Principal.	Date of establishment.	Date of opening.
Bridgewater,	Arthur C. Boyden,	1839	1840
Fitchburg,	John G. Thompson,	1894	1895
Framingham,	Henry Whittemore,	1839	1839
Hyannis,	William A. Baldwin,	1897	1897
Lowell,	John J. Mahoney,	1894	1897
North Adams,	Frank F. Murdock,	1894	1897
Salem,	J. Asbury Pitman,	1853	1854
Westfield,	Clarence A. Brodeur,	1839	1839
Worcester,	William B. Aspinwall,	1871	1874
Massachusetts Normal Art School (Boston).	James F. Hopkins,	1873	1873

For the year ending in June, 1916, these ten schools employed 171 teachers and had a total enrollment of 3,051 students. In that year they graduated 987 students, while the total number of graduates since the establishment of the various normal schools is 22,310. All except the Massachusetts Normal Art School maintain model and practice schools. Detailed statistics regarding the teachers and students in each of the normal schools and model and practice schools for the school year ending in June, 1916, may be found in Part IV. of this report.

DEPARTMENTS OF INSTRUCTION.

For several years there has been an increasing differentiation and specialization of the work of the various normal schools. This plan was inaugurated for the purpose of securing greater definiteness and efficiency in preparing teachers to meet the wide variety of needs in the public schools. For the information of school authorities in securing teachers and in wisely

directing pupils contemplating a normal school course, the following statement with regard to the work now offered by these schools is presented.

Elementary Department. — Prepares teachers for elementary schools, including schools containing six grades only and rural schools of all elementary grades. Two-year curriculum. Maintained by all the normal schools except the Normal Art School. Framingham and Hyannis devote special attention to the needs of eight or nine grade rural schools. Fitchburg, Salem and Worcester devote special attention to the needs of schools of six grades only.

Elementary-intermediate Department. — Prepares teachers for all grades of the elementary school with special reference to the needs of the upper grades. Three-year curriculum. Maintained by Worcester.

Intermediate Department. — Prepares teachers for intermediate schools or junior high schools. Maintained by Bridgewater, Fitchburg, Salem and Worcester. At Bridgewater, Salem and Worcester the curriculum is three years in length. At Fitchburg it is four years in length, one of which must be spent in teaching on salary. At Bridgewater three curriculums have been organized, each three years in length, to prepare for the teaching of different groups of academic subjects in junior high schools.

Primary Department. — Prepares teachers for primary grades. Maintained at Bridgewater and North Adams. The curriculum at Bridgewater is three years, and includes such kindergarten theory and practice as is adapted to primary grades. The curriculum at North Adams is two years in length.

Kindergarten Department. — Prepares kindergarten teachers, who are also prepared to teach in the first three primary grades. Two-year curriculum. Maintained by Worcester.

Practical Arts Department. — Fitchburg maintains a three-year curriculum for men desiring to teach manual training and various forms of industrial work in junior and senior high schools.

Household Arts Department. — Framingham maintains a three-year curriculum for the teaching of household arts in junior and senior high schools. On account of the special attention

given to science, some of the graduates of this school are granted certificates by the Board of Education to teach biology, general science and chemistry in addition to household arts.

Elective Course in Household Arts. — North Adams offers in its regular two-year curriculum special electives for the teaching of household arts in addition to the other work of the elementary schools.

Department for Music Supervisors. — To prepare supervisors of music for elementary and high schools Lowell maintains a one-year curriculum for students who have taken the two-year elementary curriculum or had equivalent preparation.

Commercial Department. — Salem offers a three-year curriculum for the teaching of commercial subjects in junior and senior high schools. For students now entering the school the curriculum has been lengthened to four years, one of which must be spent in commercial employment under the supervision of the normal school.

Art Departments. — The Massachusetts Normal Art School has eight departments "to train teachers, designers, illustrators, draftsmen, and craftsmen for industrial art leadership in the promotion of Massachusetts education, manufactures and social life." The curriculums are four years in length. The public school arts department aims specifically to prepare art teachers for elementary and high schools.

Summer Schools. — Hyannis maintains a five weeks' summer school at which are offered courses in the theory and practice of education, in the teaching of various elementary and high school subjects, and in school supervision. The work may be counted toward the diploma of the normal school.

Fitchburg maintains a summer session for students desiring to take a part of their regular work during the summer. The practical arts department is in session forty-eight weeks, thus enabling the men to complete the three-year curriculum in two school years in addition to three summer terms. Similarly, students in the elementary department are able to complete the two-year curriculum in one regular year and three summer terms.

Framingham this year established a three weeks' course in canning and vegetable growing, as described below.

EXTENSION WORK.

The normal schools are in many ways co-operating with teachers and school authorities in the advancement of the educational interests of the State. Among such activities mentioned by the normal school principals are the following:—

Correspondence Courses.—North Adams has, since 1911, offered correspondence courses to teachers in active service. Up to Oct. 31, 1916, 327 teachers have taken the work. The 132 students enrolled during the year 1915-16 represented 94 towns ranging from Provincetown to the New York boundary. Ten were graduates of colleges, 45 of normal schools, 23 were undergraduates of colleges and 83 of normal schools. Ten later attended North Adams and received diplomas. There were 76 who secured better positions since taking the correspondence courses.

Summer Course in Canning.—Framingham conducted during the summer of 1916 a special three weeks' course in the growing, canning, preserving and serving of fruits and vegetables; 25 students who had completed two years' work in the household arts department were in attendance. After the summer session the students conducted similar work in various sections of the State. Menus and recipes worked out in the summer school were published in various local papers.

Teaching English to Immigrants.—Lowell has established Saturday classes in the teaching of English to foreigners in evening schools. In May of this year a series of preliminary public meetings was held at the school under the joint auspices of the school departments of Lowell and Lawrence, the Department of University Extension and the normal school. The first meeting was addressed by Mayor O'Donnell of Lowell, Dr. David Snedden, Commissioner of Education, Thomas B. Fitzpatrick of the State Board of Education, and P. F. Sullivan, President of the Bay State Street Railway Company. The course has been organized under the direction of the Department of University Extension, and over 200 teachers have attended this fall.

Annual Conference on Rural School Problems.—Worcester has for the past four years held a conference on some phase of rural school problems. The subjects have been as follows:—

In 1913, Rural Education in General.

In 1914, School Hygiene.

In 1915, The Improvement of Rural School Grounds and Interiors.

In 1916, The Rural School as a Community Center.

These conferences have been addressed by men of national reputation. Requests for information and literature have been received from many States. The proceedings of the last conference were published in "Education," this magazine devoting the entire June issue to the addresses of that meeting.

General Science Club. — Salem has conducted two conferences for teachers of general science in junior and senior high schools. Between 40 and 50 teachers attended. A club of teachers of this subject has been organized, of which W. G. Whitman of the Salem Normal School has been made president. He has also begun the publication of the magazine "The General Science Quarterly," which is the official organ of the club. In co-operation with former Deputy Commissioner Orr and Howard C. Kelly of the science department of the Springfield High School of Commerce, Mr. Whitman has prepared a manual upon the teaching of general science in the junior high school.

Advising School Officials. — Upon requests from superintendents of schools the principals and teachers of the normal schools are devoting an increasing amount of time to visiting schools and giving expert advice regarding school problems. This work is not only of value to the public schools, but also enables the normal school faculties to keep in close touch with the problems confronting local school authorities. The normal schools are responding to such requests in so far as their regular teaching duties permit.

Practice Teaching in Schools of Other Towns or Cities. — Most of the normal schools have their students obtain practice teaching in the schools of other towns or cities. As a rule, pupil teachers receive from the local school authorities only their traveling expenses, and the work is under the supervision of the normal school teachers. The household arts department at Framingham reports 38 such pupil teachers, and the commercial department at Salem has pupil teachers, each for short periods, in five or six high schools of varying sizes.

Similar arrangements are made for pupils of the practical arts department at Fitchburg and the Massachusetts Normal Art School.

SCHOOL LIFE.

The normal schools are attempting so to organize the school life of the pupils as to broaden their outlook and to increase their social efficiency. Several normal school principals have devoted special attention to this subject in their reports. Fitchburg, on account of the large number of men in the practical arts department, has changed from a school for women to a co-educational institution. This change has greatly enriched the social life of the school. Many women entering normal schools have had little or no adult social experience. Now, however, the principal reports that graduates who go from this school have profited by the social life, and that it is proving a valuable asset to them.

The principal at Hyannis reports that the "family life" enjoyed by students and teachers in the dormitory provides important training.

SELF-GOVERNMENT.

Lowell has this last year introduced a plan of student co-operation, organizing the pupils under the "School and Society League." This league has the following twofold responsibility: —

1. As future teachers the league must, through its general council, formulate and enforce such rules as will secure the same kind of order and deportment in the normal school that should obtain in any well-ordered school.

2. As future teachers the league must take over and handle various details of administration, the execution of which will tend to accustom future teachers to administer properly their own schools.

While the league has been in existence only since March of the present year, the change in the spirit of the school is marked. "A school conscience seems to have been born, and the question of discipline bids fair to become one that is discussed only in the psychology classroom." The students are also growing in initiative and executive ability because of the

responsibilities placed upon them. The housekeepers run the lunchrooms. The captains and lieutenants run the fire-drill, take care of visitors, keep the attendance, and conduct recitations in the absence of teachers. The hostesses manage all the school social activities. Various committees have special duties, which not only increase the efficiency of the school, but also give an opportunity for the students to learn how to become effective committee members.

At Bridgewater the dormitory students each year organize an association for self-government and for the promotion of helpful social activities. This association works in co-operation with the faculty.

**SECTION B.—STATE-AIDED VOCATIONAL EDUCATION: A
RÉSUMÉ OF TEN YEARS' PROGRESS.**

1. INTRODUCTION.

The Commission on Industrial and Technical Education, appointed by Governor William L. Douglas, reported to the General Court in 1906. For the Commonwealth of Massachusetts, public vocational education of secondary school grade may be claimed as a result of this report; it was an epoch-making report.

In this report the problem of vocational education was considered "from the side of the industries and the adult workman, and from the side of the children who were to enter the industries of the State." Conclusions were drawn, based upon a careful investigation of the industrial situation and the activities of the schools of the State; and recommendations were made calculated to direct the education of our youth along lines which would help to correct an industrial situation found to exist. As a result of this report legislation was enacted devised to provide opportunities for new types of vocational instruction at public expense.

After a lapse of ten years, and at the conclusion of Dr. David Snedden's service as Commissioner of Education in this Commonwealth, it seems especially appropriate to consider the conclusions and recommendations contained in the report of the Industrial Commission, to review certain accomplishments of this period, and to make a concise presentation of the status of State-aided vocational education at this time. Such a program affords an opportunity to evaluate the conclusions and recommendations in the light of a decade of experience, and to determine in part the degree to which the responsibility for the establishment of vocational education of secondary grade has been discharged in terms of the Commission's recommendations.

2. CONCLUSIONS OF THE DOUGLAS COMMISSION, 1906, AND COMMENTS THEREON, 1916.

As a result of the public hearings and the special investigations, the Commission has arrived at the following conclusions: —

(1) For the great majority of children who leave school to enter employments at the age of fourteen or fifteen, the first three or four years are practically waste years so far as the actual productive value of the child is concerned, and so far as increasing his industrial or productive efficiency. The employments upon which they enter demand so little intelligence and so little manual skill that they are not educative in any sense.

For these children, many of whom now leave school from their own choice at the completion of the seventh grade, further school training of a practical character would be attractive and would be a possibility if it prepared for the industries. Hence, any scheme of education which is to increase the child's productive efficiency must consider the child of fourteen.

In 1916 this conclusion has greater significance than it had in 1906; it is a fair statement of the young worker's relations to the present industrial situation. Skilled industry continues to organize its productive agencies more and more along lines which force the young worker into employments "demanding little intelligence and little manual skill," employments containing little educative opportunity. The fields of skilled industry into which the youth of fourteen may enter have been further narrowed by restrictive legislation. There is, then, an increased necessity for conserving that period between the ages of fourteen and sixteen for educational training. The training offered that group of minors who find it necessary to enter employment should be of a practical character. This has been accepted and recognized by all educators. If a difference of opinion exists, it is as to the degree to which this training should be made practical. For those who elect to enter industry we are agreed that an opportunity should be presented for industrial training. We are equally agreed that measures to compel minors to take such training would be unwise, and that any industrial training offered should be accompanied by training for citizenship.

(2) Children who continue in school until sixteen or eighteen, especially if they complete a high school course, are able to enter upon employments

of a higher grade, usually in mercantile pursuits, and they are able by reason of greater maturity and better mental training to learn the technique of their employment in a shorter time; but they are wholly lacking in manual skill and in what we have called industrial intelligence. For the purpose of training for efficiency in productive employments the added years which they spend in school are to a considerable extent lost years.

It is probably true that children who continue in any well-organized school until they are sixteen or eighteen are ultimately able to enter upon employments of a higher grade than those open to children who leave school at the age of fourteen. Remaining in schools which continue their general education does not enable our youth immediately to enter skilled employments of a higher grade. They will be enabled to enter such employment most readily when a portion of the training given fits them specifically for some form of profitable employment. Evidence is not lacking that such specific training can be given without impairing their preparation for citizenship or preventing their acquirement of an appreciation for, and ability to participate in, the "more refined pleasures" of life.

The number of our youth who are preparing for, or entering certain kinds of mercantile pursuits without specific preparation, is not proportionate to the demands in this field. The young workers in this field compete most unfavorably. This is particularly true of girls who enter the field of stenography and typewriting. The number of our youth preparing specifically for industrial pursuits is below the demand for recruits to the ranks of superior trained workers. Too few of our youth appreciate the opportunities open to them in productive industry; too many continue to pursue courses which are calculated to aggravate rather than improve the conditions of competition which confront them upon the completion of their school life.

It should not be as emphatically stated at this time that the added years spent in the regular schools are "to a considerable extent lost years." Much has been done to improve the opportunities for practical education afforded in the regular schools.

(3) The productive industries of the State, including agriculture, manufactures and building, depend mainly upon chance for recruiting their service. A few apprenticeships still exist in a few industries or parts of

industries, but very few apprentices are indentured, and many so-called apprenticeships are falsely named.

The knowledge and skill which the new men bring to the service of any industry is only what they have picked up in a haphazard way. Some bring much and many bring little.

To a less degree than in 1906, but to a degree which militates greatly against the best interests of the individuals and the State, the employment upon which our youth enter on leaving the regular schools is, in 1916, "determined by chance."

The productive industries of the State still depend mainly upon chance for recruits. The State-aided vocational schools and private schools are constantly increasing the numbers and effectiveness of their trained pupils. In notable instances it may be claimed that their contribution of young workers trained effectively for placement in industry has been of measurable importance. The contribution from these sources will continue to grow in importance to industry and to the individuals. At present, the contribution of these schools is more noticeable in its effects upon individual workers than it is upon individual industries. But the contribution to the individual is also a contribution to the industry. Inevitably, that which affects the individual affects the industry with which the individual is identified.

Numerous industrial concerns have set about the task of preparing their young workers. Productive industry is not now, as it was in 1906, almost entirely bereft of organized training agencies. There are signs of an active attempt to re-establish partially indentured apprenticeship plans which will place apprentices under organized instruction co-operatively administered by the State and with the hearty support of employers and organized labor.

(4) This condition (the lack of agencies for training) tends to increase the cost of production, to limit the output in quantity and to lower the grade in quality. Industries so recruited cannot long compete with similar industries recruited from men who have been technically trained. In the long run, that industry, wherever in the world it is located, which combines with general intelligence the broadest technical knowledge and the highest technical skill, will command the markets of the world.

(5) The industries of Massachusetts need, in addition to the general intelligence furnished by the public school system and the skill gained in

the narrow fields of subdivided labor, a broader training in the principles of the trades and a finer culture in taste as applied to material, workmanship and design. Whatever may be the cost of such training, the failure to furnish it would in the end be more costly.

These conclusions are sound, — as sound now as they were in 1906. They cannot be better stated. Now, as then, from the standpoint of the State and her industries, it is the kernel of the argument for the establishment of State-aided industrial schools.

(6) The State needs a wider diffusion of industrial intelligence as a foundation for the highest technical success, and this can only be acquired in connection with the general system of education into which it should enter as an integral part from the beginning.

The latest philosophy of education reinforces the demands of productive industry by showing that that which fits a child best for his place in the world as a producer tends to his own highest development physically, intellectually and morally.

Vindication of the constructive force of this conclusion is found in the present widespread interest in junior high schools and in continuation schools. The junior high school, with its differentiated opportunity, coming after six grades of common general education, is the concrete expression of a social conviction, — the conviction that in the regular schools, and before the pupil gives up the pursuit of an organized general education, he should have a wider range of opportunity and should acquire some industrial intelligence.

The continuation school is an agency which keeps the opportunity open for advancement in vocational or academic lines as the pupil shall elect, after he has left the regular school and become a worker. The general system of education offers the pupil who has left school to go to work an extremely remote and seldom utilized opportunity for further education.

Progressive communities will include in their educational program large opportunity for guidance while the pupil remains in the regular school, and opportunities for organized training in many specific industrial lines after he leaves the regular school. The conscious aim of such a community will be to furnish a broader opportunity for the child to develop physi-

cally, intellectually and morally as a social unit, and to choose and fit himself definitely as an economic unit.

(7) The investigation has shown the increasing necessity for woman to enter the industrial world for the sake of self-support, and hence that she should be prepared to earn a respectable living wage, and at the same time that the attempt should be made to fit her so that she can and will enter those industries which are most closely allied to the home.

The investigation has shown that the vocation in which all other vocations have their root, namely, the care of the home, has been overlooked in the modern system of education. Housekeepers need to be instructed in the laws of sanitation, in the purchase, preparation and care of food, and in the care of children, that the home may be a home, and not merely a house.

The first legislation, so far as it dealt with the adult, provided either for training the woman who had entered industry for further industrial advancement, or for training in household arts the woman who had definitely settled down to house-keeping and homemaking. No provision was made to give training in the occupations of the home to those women engaged in earning a livelihood in industrial or commercial pursuits.

Supplementary legislation corrected this. It came in recognition of the strength of the conclusion quoted above: that the housekeeper needs to be instructed, that the home may be a home and not merely a house. Household arts instruction is offered now to both groups of women.

3. RECOMMENDATIONS OF THE DOUGLAS COMMISSION, 1906, AND COMMENTS THEREON, 1916.

The Commission does not deem it to be a part of its duty, under the provisions of the resolve creating it, . . . to formulate exhaustive and specific plans for industrial education, but rather to ascertain and exhibit the needs of such education, and to point out how the State may make effective its existing policy, and to suggest means for the further industrial development of the State.

There seem to be two lines in which industrial education may be developed, — through the existing public school system, and through independent industrial schools.

(1) . . . The Commission recommends that cities and towns so modify the work in the elementary schools as to include for boys and girls instruction and practice in the elements of productive industry, including agri-

culture and the mechanic and domestic arts; and that the work in the high schools be modified so that the instruction in mathematics, the sciences and drawing shall show the application and use of these subjects in industrial life.

(2) The Commission would also recommend that all towns and cities provide, by new elective industrial courses in high schools, instruction in the principles of agriculture and the domestic and mechanic arts; that in addition to day courses, cities and towns provide evening courses for persons already employed in trades; and that provision be made for the instruction in part-time day classes of children between the ages of fourteen and eighteen years who may be employed during the remainder of the day. . . .

(3) The Commission recognizes that there should be no interference with the public school system, . . . yet it believes that the elements of industrial training, agriculture, domestic and mechanical sciences should be taught in the public schools, and . . . that there should be, in addition to this elementary teaching, distinctive industrial schools separated entirely from the public school system. . . . The Commission on Industrial Education . . . would deal solely and entirely with such schools, thus abrogating the act of 1872 (section 10 of chapter 42 of the Revised Laws), leaving the school authorities on their own initiative to introduce new industrial courses in the public schools.

The Commission in its consideration has endeavored to preserve the integrity of the public school system, to enrich it along industrial lines, and to expand it along vocational lines through independent industrial schools. This seems necessary because the present public school system is aimed primarily to secure cultural and not industrial or vocational effects, while the departure recommended by the Commission relative to independent industrial schools secures a development of the principles of industrial instruction. . . .

These recommendations and the bill accompanying them show plainly that it was the intention of the Commission to establish a new type of education. The schools established to administer it were to receive State aid for doing specific educational work of a vocational character. These schools were not recommended as a part of the general public school system, were not to undertake work in competition with the public schools established for giving general education, but were to be established to afford a separate and distinct opportunity for those pupils who should elect to take the special training therein offered. As the normal schools were planned to train prospective teachers in the art of teaching, so the vo-

cational schools were planned to train prospective artisans, craftsmen, and homemakers for specific vocational callings. This idea was embodied in the original and supplementary legislation, and the schools established have aimed to carry out this intent.

The recommendations called for the establishment of schools which would provide training in agriculture, domestic occupations and industrial pursuits. They proposed that opportunities be afforded in day, part-time and evening schools.

All these types of schools and opportunities have been provided. In all except the part-time schools signal success has attended the establishment of the schools and the courses. Except in the compulsory continuation schools of Boston, which are essentially part-time schools, little advance has been made in the establishment of part-time schools. Very few industrial concerns have been willing to enter voluntarily into the necessary co-operative relations essential to the success of this type of school. Where co-operation has been secured, this type of school has proved to be a most helpful and practical way of giving effective vocational training.

The bill embodying the recommendations of the Commission became law by the enactment of chapter 505 of the Acts of 1906. By this act the administration of State-aided vocational education was placed under a Commission on Industrial Education. The pioneer work in this field — the planning for and initial establishment of schools — was carried on by this Commission from 1906 until 1909. By chapter 457 of the Acts of 1909 the work of the Commission on Industrial Education and the work of the State Board of Education was consolidated.

Since 1909 State-aided vocational education under the direction of the State Board of Education has been the particular province of a deputy commissioner serving under the Commissioner of Education.

The valuable pioneer labors of the Commission on Industrial Education were supplemented upon the advent of Dr. David Snedden as Commissioner of Education by his contribution of a philosophy as to the aims, scope and extent of this new type of education, and by the untiring efforts of Deputy Commissioner Charles A. Prosser and his agents.

4. WHAT WE ARE DOING.

At its present stage of development State-aided vocational education in Massachusetts is organized to meet the needs of the following groups:—

(1) *The unemployed boy or girl desiring pre-employment trade training.*

The opportunity is afforded this group in various all-day industrial schools. Thirteen of these schools have been established and are organized to give training to boys; three have been established and are organized to give training to girls. In the schools for boys courses have been organized to give training in fifteen distinct occupations. No one school offers training in all these occupations. In the schools for girls, trade training is offered in four different occupations. During this year these all-day industrial schools have reached in their enrollment 3,333 pupils.

(2) *The unemployed girl desiring pre-homemaking training.*

Nine all-day schools of homemaking have been established and are organized to serve the needs of this group. These schools offer courses in preparation for the occupations followed in the home. The courses of study embrace work in the following divisions:—

- A. Marketing, preparing and serving meals.
- B. Buying, making, repairing and caring for clothing.
- C. The furnishing and care of the home.
- D. The nurture and care of children, and home nursing.
- E. Application of art and literature in the development of the home.

F. Non-vocational subjects for training in citizenship and general culture.

During this year these all-day schools of homemaking have reached in their enrollment 669 pupils.

(3) *Employed individuals of either sex, over seventeen years of age, who desire extension training in the lines of their employment.*

The opportunity is presented to this group in various evening and part-time industrial schools. Nineteen of these have been established and are organized to give training to men em-

ployed in industry; one is organized to give training to women employed in industry. The courses offered in these schools are called trade extension courses. There have been in operation during this year evening trade extension courses for men in thirty-five different occupations. In the women's field, trade extension courses have been offered in four different occupations.

There are 775,000 men and women engaged in industrial occupations in Massachusetts. They are kept back from promotion in their trades and advancement in wages unless they are able to discover ways and means of increasing their skill and general efficiency. These schools are intended to serve the needs of this group. During this year evening trade extension schools have reached in their enrollment 4,020 pupils.

(4) *Employed women and girls desiring extension and pre-homemaking training in certain occupations followed in the home.*

The needs of these groups are served in evening and part-time schools of household and other practical arts. Forty-five of these schools and branches have been established and are now conducted in 20 cities and towns. During this year evening practical arts schools have reached in their enrollment 7,331 pupils.

(5) *Individuals desiring pre-employment training for agriculture.*

This service is given in separate schools and in agricultural departments organized and established in certain high schools.

State-aided day vocational agricultural schools are now being maintained by three counties. A separate agricultural day school, which has annually received State aid under special acts of the Legislature, is doing the same type of work as the county schools, at Northampton.

Fifteen agricultural departments are now being maintained in connection with high schools and academies. An interesting development is found in Norfolk County. The trustees have adopted a policy, proposed by the Board of Education, of maintaining a central agricultural school of moderate size, and of supporting it at the most distant points in the county by branches consisting of one-teacher agricultural departments in high schools.

The principal groups so far benefited by these schools are —

A. Boys who live on farms and have abundant home facilities for productive and other projects.

B. Boys who do not live at home, or who live in village or city homes which are without facilities for sizable productive projects.

C. Adult farmers who establish working relations with the instructors, by which, through personal consultation, recommended reading or evening classes, they are endeavoring to improve their methods of farming.

Part-time privileges have been extended to pupils in connection with various schools and departments. These pupils have the privileges of evening class instruction. Incidental to their teaching and supervision of home projects, the agricultural instructors find themselves called upon for practical advice to farmers in their vicinities. In order that there may be no overlapping of efforts and no confusion of teaching in such cases, close co-operation with county agents and members of the extension staff of the Massachusetts Agricultural College has been established.

During this year separate agricultural schools and departments have reached in their enrollment 497 pupils.

(6) *Unemployed minors, fourteen to sixteen years of age, who have left the regular school to enter employment and are required to attend continuation schools at least four hours each week.*

Compulsory continuation schools are established by a permissive act, chapter 805 of the Acts of 1913. The city of Boston is the only municipality which has availed itself of this legislation. The Boston continuation school and its branches enrolled during the year 6,258 pupils. The work of the school is planned to continue the general educational improvement of all its pupils, and to afford a specific opportunity for choosing a trade and training in that trade for those who desire such service.

5. WHAT WE HAVE ACCOMPLISHED.

(1) *Tabulated Records of the Last Three Years.**A. Day Schools.*

	INDUSTRIAL.		AGRICUL- TURAL.	TOTALS.	
	Boys.	Girls.	Boys.	Boys.	Girls.
Number of graduates,	466	617	59	525	617
Number of graduates placed in industry immediately upon graduation.	389	548	46	435	548
Members of the school who left before graduation, but who have been placed in occupations trained for.	617	103	116	733	103

B. All Vocational Schools.

	DAY SCHOOLS.		EVENING SCHOOLS.		TOTALS.	
	Boys.	Girls.	Men.	Women.	Male.	Female.
Total number of different individuals given training.	10,917	8,039	7,362	15,064	18,279	23,103

Since their establishment, it is estimated that the day schools have given a complete or partial training to 57,105 individuals.

(2) *Economic Value.*

At this time any attempt to prove the value of these schools by statistics, or to evaluate their service in terms of economic profit to the State, would be misleading. Like all other types of education, industrial education is a hard thing to measure in concrete returns credited entirely to the institutions giving the training. Many of these schools have been established recently, and all of them may be fairly classed as still in the formative stage. Their permanent and concrete industrial value can be measured only after the lapse of considerable time.

A statement of the value of the day schools in terms of the number of placements of young workers in the industry for which training has been given would seem to be a final statement by which their efficiency should be determined. But

any conclusions based upon a statement of these numbers at this time would be neither fair nor equitable. If the strongest schools had been judged entirely on this basis in their earliest stages, they would have been classed as disappointments in many ways. A presentation of such facts would show a range from schools which have offered training to a relatively small number of pupils and placed a relatively large number of their graduates in the industry for which training has been given, to departments in some schools which have offered training to a relatively large number of pupils, and which have, as yet, placed relatively few graduates in the industry for which training has been given.

On such evidence alone the few schools might be called unqualified successes and the departments unqualified failures. Such conclusions would be unjust. In the first case the schools have dealt largely and from an early stage with a comparatively well-selected group of pupils taking training for work in a dominant industry with ready employment at hand. In the second case the pupils cannot be as carefully selected. The training offered is not for a dominant industry, and employment is not immediately and readily available. A careful investigation of the employment of the relatively large number of pupils who have not found placement directly in the industry trained for, with a careful statement of any contributory elements which the training received has made toward their employment, should be made before the value of the training given can be stated.

Such an investigation would entail a long and careful study of facts. It should be undertaken at the proper time, but neither time nor means are available now for this kind of a study and report. It is not vitally important at this stage of the development of these schools.

This economic phase of the value of this type of education is a phase which should be given careful attention during the next five years, in order that at the end of fifteen years a carefully prepared statement of the known contribution of these schools to industrial, homemaking and agricultural interests of the Commonwealth may be made. The work of the last ten years has centered largely upon working out a plan for establishing

vocational schools upon a substantial basis, and gaining experience in the administration of this type of education. Now comes the work of developing them and properly evaluating their product.

(3) *Extent of Acceptance.*

It is, however, possible to make a general statement regarding the extent to which the municipalities of the State have accepted and spent money for vocational education. Out of the 26 cities and towns in the Commonwealth having a population of over 30,000, 10 are maintaining day industrial schools, and 15 are maintaining evening trade extension courses. Of the cities and towns not in the 30,000 class, 3 are maintaining day schools and 4 are maintaining evening schools.

Approximately 1,500,000, or, roughly, two fifths of the total population of the State, has definitely committed itself to the idea of vocational trade training through the establishment of State-aided day industrial schools, either for girls or for boys or for both. At least three communities (Fitchburg, Chicopee and Southbridge), while not giving State-aided pre-employment training, are committed to the idea through the successful operation of local industrial schemes. In at least two other communities (Pittsfield and Lynn) vocational training is provided to a certain extent through corporation schools.

Approximately one half of the population of the State has committed itself to the idea of vocational education by establishing trade extension evening schools for men and women engaged in industry.

Two hundred and nineteen of the 353 cities and towns are committed to the idea of vocational education to the extent of paying the tuition of non-resident pupils in State-aided vocational schools.

It may, therefore, be stated that either through State-aided vocational education, or through the operation of schemes conducted entirely by their own community, or by corporations in the community 91 per cent. of the population of the State has definitely accepted the idea of industrial training as a venture to be encouraged and supported.

(4) *Fundamental Accomplishments.*

The accomplishment which is fundamentally most important at this stage of the development of these schools is that which has grown out of the experiences gained during the last ten years in establishing and administering this type of education. It is that asset which is referred to in the following conclusion of the Douglas Commission:—

The Commission is perfectly sensible of the fact that no comprehensive plan for securing industrial education can be created by the fiat of the Legislature. Such plan must be the result of practical experience growing out of experiments.

We have arrived at certain conclusions of great value through the practical experiences of the last ten years. From the theory upon which these schools have been administered, and from these experiences, we have evolved a very definite plan for State-aided vocational education, and developed and tested certain principles.

The progress of these years stated in the above terms would include the following accomplishments:—

(5) *Extent of Progress.*

We have a group of schools which have not been standardized. In these schools the training offered varies from two to four years. Each of these schools has endeavored to adapt itself to the needs of the local situation.

(6) *Scope of Training in the Industrial Schools.*

A considerable degree of concentration has been made upon comparatively few of the more skilled trades, occupations and pursuits. There has been little or no tendency to give training in the semiskilled occupations. By recent legislation an industrial school for the shoe manufacturing industry will be established in Lynn. The textile schools of Lowell, Fall River and New Bedford offer courses for textile workers. The textile schools are State-aided schools, but are not included under the provisions of chapter 471.

(7) *The Establishment of Standards for Day Industrial Schools.*

The present situation shows the acceptance of certain standards. Among the more important of the standards which have come to be definitely accepted are: —

A. The idea of the trade-trained teacher giving both shop and technical instruction in the industrial school.

B. The idea that the vocational school should develop as to conditions of admission and promotion differently from the regular secondary school.

C. The idea that the opportunity offered in vocational schools should approximate industrial standards rather than regular school standards.

D. The idea of shop methods of instruction rather than exercise methods; acceptance of the theory that the pupil should be trained in the environment of the industry which he expects to enter.

E. The idea of a specialized course of study, both shop and technical, for each trade taught; the abandonment of the idea of a common teaching basis for the different trades, or the teaching of mere fundamental industrial principles.

F. The idea that the function of the vocational school is absolutely distinct from that of the general school or the manual training school.

G. The idea that the vocational school aims at vocational efficiency and is not a practical arts or manual training school.

H. The idea that in these industrial schools male teachers should teach boys and that female teachers should teach girls.

(8) *Method of Instruction in Agricultural Schools.*

Experience with the home farm school project method of instruction which has been carried on in both departments and separate schools leads us to say that the longer we work on the home project plan the better we like it. The results of this plan appear at the homes of the pupils in improved farm methods and products. They appear in the earnings of pupils. As a means of vitalizing the instruction in the principles of agriculture, the project plan is of fundamental importance

because it provides for the immediate application of principles in productive effort. The results are the more striking when this plan of training is compared with that of a dormitory system of agricultural schools. At the end of a dormitory school course a boy goes forth empty-handed to make his start in life. Under the home project plan of training, a boy at the end of his course not only has had four years of thorough training, but he may have accomplished four years of farm development and may have very tangible results to show for his effort. The boy who starts a nursery of a hundred trees and transplants it into an orchard has the trees themselves to show for his training. The boy who starts with live stock may have similar results to show for his effort. On the completion of his course in training such a boy finds his hands full of well-considered farm enterprises undertaken for his father and for the family benefit, or with the good will of his father and for his personal benefit.

(9) *Method of Instruction for the Day Homemaking School.*

The difficulties of offering a program of work which will contribute a measurable amount of vocational efficiency to the girl, and result in giving her that general improvement and education which the women who are to become homemakers of the future should possess, have confronted those engaged in administering this type of education. There is still considerable difference of opinion over the question of how the vocational work should be divided with the general improvement work in these schools, and how the vocational work may be made effective.

But as we have had our experience and measured the results one conviction has steadily grown. A way should be provided to insure the practice in the home of the theory of homemaking learned in the school. According to standards, we have required the vocational program of these schools to occupy 80 per cent. of the pupil's time, while the general improvement portion of the program occupies the remaining 20 per cent. We are convinced that a portion of the 80 per cent. vocational program should be carried on in properly supervised and care-

fully organized home project work. Substantial progress has been made in a number of these schools in bringing about this result.

(10) *Evening Trade Extension Courses for Employed Men and Women.*

The economic value of the increased efficiency of the men and women who have finished trade extension courses in the evening schools is difficult to determine. Letters, however, received at the State Office, and the testimony of the directors and graduates, show that those who have received instruction in these courses have received increases in salary as high as \$11 per week, while increases of from \$4 to \$7 per week are common. There is testimony to the effect that these increases were the direct results of the training received at the schools.

This is by all means the most immediately satisfactory and efficient work which has yet been attempted in State-aided vocational schools. The short unit course organization is the most effective way of organizing this work.

The opportunity in these evening courses is to a large extent organized on the short unit course plan. Short unit courses are courses dealing with one subject and running a shorter time than the full period of the annual session of the school. In the evening classes they are given to groups of pupils who have a similar aim, and who have had similar trade, farm or home experiences.

(11) *Evening Household Arts Work for Employed Women.*

By the provisions of chapter 106, Acts of 1912, and chapter 266 of the General Acts of 1915, women employed in the home or elsewhere may enroll in day and evening classes for any branch of household arts instruction.

The organization of vocational household arts classes presents certain difficulties.

A. Much night school work for women has been carried on without direct tests as to its educational efficiency. Vocational night school work for women in the branches of cooking, sewing and millinery suffers from the drag of certain traditional types of classes, — classes in which women make hats, but learn

little of millinery; sew on dresses, but learn little of garment construction; work with cooking supplies, but do not learn to cook. The instruction in such classes gives a knowledge of certain processes, but independent ability actually to make a hat or dress, or bake a loaf of bread, is rarely developed. This is because the aim of the instruction has not always been well defined. In evening classes, welfare and general educational motives should be clearly differentiated from the vocational motives. In trade classes it is understood by pupils, as well as by teachers, that 100 per cent. trade standards must be met. Up to the present time the standards for household arts work have not been as clearly defined.

B. Those who join household arts classes bring to the work varying ranges of experience. In many cases the pupils have come without experiences which give them an apperceptive knowledge or understanding upon which instruction in the line of work chosen may be based.

C. In the case of housewives, regular attendance in classes for a school year of twenty weeks is uncertain. The mortality of such classes is great.

In Massachusetts the only evening work in household arts classes which can legally receive State aid is work which is vocational in intent. That education is defined as vocational, the controlling purpose of which is to fit for profitable employment.

Before reimbursement can be voted for evening household arts schools, the State Board of Education must certify to the Legislature that statutory requirements have been met, and that the instruction offered has resulted in vocational efficiency.

The method of instruction advocated is that of the short unit course. Through the adoption of this system of instruction an infinite variety of opportunities is opened. The short unit courses admit of maximum flexibility. By them specific needs are directly met. This insures the least possible loss of time, since each process-step is covered by itself without a dominating regard for what comes before or after, as in consecutive courses of study. Efficiency of teacher and groups is gauged point by point. Non-success in a four weeks' course does not throw out an entire twenty weeks of work. The short unit course serves the individual and the community effectively.

(12) *Continuation Schools.*

After an experience of three years in helping to direct and administer this type of school, our general argument for these schools may be stated as follows: —

The entrance of boys and girls into regular employment is at present largely a matter of chance — the result of parents' ill-formed ideas, companions' caprices, or the pupils' whims and fancies — rather than intelligent choice. With meager education, little industrial intelligence and no vocational training these minors are ill prepared for life.

No forms of activity into which they may go are wholly lacking in educational qualities, but in many of these activities the opportunity for development is soon exhausted. If they could spend a part of their time in school, continuing their education, they could profitably spend the rest of their working time in any form of industry.

Employed minors, fourteen to sixteen years of age, should be afforded opportunities to continue their general education. They should be helped to make an intelligent choice of occupations, and enabled to secure vocational training adapted to their special needs.

The continuation school, as a public educational agency, performs these functions: —

A. It makes a vital appeal to these minors and affords them an opportunity to continue their general education; it helps them to become intelligent social units and more efficient economic units of society.

B. It helps these minors to get the most out of their employment; it prevents drifting in industry; and it saves time lost through unemployment.

C. It reduces the number of juvenile misfits by helping these minors to make more intelligent choice of occupations, and it advances many from unskilled to skilled trades.

D. It establishes co-operative relations and adjustments between the schools, the minors and the employers.

6. WHAT IT HAS COST.

The possible cost of vocational education was referred to in the report of the Douglas Commission in the following paragraph:—

The industries of Massachusetts need, in addition to the general intelligence furnished by the public school system and the skill gained in the narrow fields of subdivided labor, a broader training in the principles of the trades and a finer culture in taste as applied to material, workmanship and design. Whatever may be the cost of such training, the failure to furnish it would in the end be more costly.

The following table presents a statement of the total cost to date of State-aided vocational education in terms of outlay, maintenance and reimbursement:—

	Outlay. ¹	Net Maintenance.	Reimbursement.
Day industrial schools (boys), . . .	\$1,044,165 00	\$950,104 95	\$546,737 67
Day industrial schools (girls), . . .	117,859 49	406,033 39	224,770 25
Evening industrial schools (men), . . .	30,154 74	252,402 27	134,316 75
Evening industrial schools (women), . . .	1,014 13	47,658 15	25,857 02
Day household arts schools,	132,541 80	209,589 45	119,599 28
Evening household and practical arts schools,	6,678 98	138,776 08	71,476 32
Continuation schools,	25,323 32	96,991 14	48,495 57
Agricultural schools,	266,708 51	198,081 78	105,517 22
Agricultural departments,	7,932 98	50,450 48	39,176 32
Totals,	\$1,632,379 79	\$2,350,087 69	\$1,315,946 40

¹ A careful estimate.

The cost of outlay has been borne entirely by municipalities; cost of maintenance has been borne jointly by municipalities and the Commonwealth.

7. THE FUTURE DEVELOPMENT OF THESE SCHOOLS.

(1) *Day Industrial Schools (Boys and Girls).*

Future development in these schools should be made along the following lines:—

A. The development of some organization in the day school which will furnish short units of instruction.

B. The abandonment of the idea of a course established in terms of a definite number of years.

C. An increase in the number of trades taught.

D. Increasing elasticity of organization governing admission of pupils and conditions of promotion.

E. Increasing differentiation in the teaching content of the various trade departments.

The trend of progress would indicate —

A. An increasing tendency to operate these schools under the school committee's control rather than under the control of an independent board of trustees.

B. A decreasing tendency to carry on work by high school methods coupled with a miscellaneous experience in industry.

(2) *Evening Industrial Schools (Men and Women).*

The earnest endeavors made in the past to develop courses of training to meet the needs of employed men and women should be continued. The mere fact that an employee attends an evening school stamps him or her as one of exceptional ability. It is often the first step of progress.

A very promising sign for the future development of the evening schools is the recognition given the work of these classes by employers and labor organizations. The more progressive labor unions constantly call the attention of their members to the opportunities offered in these courses. Employers are beginning to recognize the increased efficiency of those employees who have attended the evening trade extension classes. Every possible effort should be exerted to secure co-operation between the schools and the organizations of labor and employers.

(3) *Agricultural Schools.*

The story of vocational agricultural education from its beginnings in this State is one of gradual development. No reversal of policy has been found necessary. The lines of effort referred to in the various bulletins and briefly mentioned above are promising for the future. It is believed that they should be continued. The act under which the Norfolk County Agricultural School is working is believed to be a model of its kind. Here, as in the cases of other schools, the county farm bureau

is a department of the school. Incorporation of the farm bureau as a department of the county schools makes for the most harmonious and efficient organization of all phases of agricultural instruction and betterment efforts within the county, and establishes fruitful relations with such outside agencies as the State Agricultural College and the United States Department of Agriculture.

An act was proposed by the State leader of agricultural and homemaking club work last year which would provide State aid for local supervision of such club work. By this bill the administration of the funds would be subject to approval by the Board of Education. The plan of organization provided for the closest co-operation of the State leader, the county leader and the local school authorities with the Board of Education. It provided, further, that part of the time of a vocational agricultural instructor might, with the approval of the Board of Education, be devoted to supervision of club work, his salary to be prorated between the cost of teaching his pupils and the cost of supervising the club work. It is hoped that this proposed act may be introduced at the coming session of the Legislature. If the Legislature passes this bill another strong step forward will have been taken.

By the provisions of chapter 185 of the General Acts of 1916, and by recent referendum vote, thirty-six cities are authorized to maintain schools of agriculture and horticulture for families and individuals, and to make provisions in certain instances for the temporary housing of persons attending these schools. In these cities the school committees are now required by law to "cause to be circulated a description of the purposes and scope of the instruction" proposed, "with a request for applications from those desiring such instruction."

The Massachusetts Homestead Commission has been the prime mover in this legislation. It believes that the principal purposes to be served are relief of congestion in thickly populated tenement districts by encouraging residence in suburban areas; reduction of unemployment in cities by teaching profitable methods of tillage, showing the way back to the land, promotion of life and work in the open for the wholesome upbringing of children; and the incidental reduction of outlay for

food by utilization of land now idle. The secretary of the Commission has argued that "such a movement would be of vast value to the State, diffusing valuable information, promoting the general health, improving the quality of the citizenship and reducing congestion and criminality."

The instruction is subject to approval by the Board of Education. In 1914 the Board submitted a special report, which had been ordered by the Legislature of 1913, on agricultural instruction for families. The Board believes that vegetable growing, fruit growing, poultry keeping, and possibly production of milk and honey, may be taught families. The methods would not, however, be "book" methods nor "lecture" methods, but methods of direct personal instruction and supervision, — methods of "telling and showing" what to do and how, when and why to do it, in connection with actual productive work done by the learners on land which they rent or own. Specially qualified instructors would go from family to family. Parents who do not speak English would find interpreters in their children. Children would be guided and steadied by their parents in the routine work required from day to day and between visits of instructors.

The act when accepted by the city is of such breadth that the city may provide plots of ground and even homesteads as part of its agricultural and horticultural school equipment, and rent them to families who would not otherwise have access to tillable land. The Board of Education believes that the first steps might well be taken, without heavy investment in school land and buildings, by providing instruction at or near their homes for those families and individuals (1) who now have homesteads with tillable land, (2) who can be helped to the possession of such homesteads through private rental or purchase, or (3) who are daily engaged in agricultural or horticultural employment.

(4) *Day Schools of Homemaking.*

Under section 1 of chapter 42, Revised Laws, sewing and cooking may be taught in the public schools. This was a statutory provision previous to the legislation of 1911 (chapter 471) authorizing vocational education in household arts schools.

Evidently the intent of chapter 471 of the Acts of 1911 is to provide schools for instruction in a type of education not provided for by the statutes dealing with general education, viz., chapter 42, Revised Laws. Otherwise we would have confusion of aim.

By specific wording, chapter 471 deals with vocational education, and any school work conducted under the provisions of this chapter should be plainly vocational. It provides that "vocational education shall mean any education, the controlling purpose of which is to fit for profitable employment;" and that "household arts education shall mean that form of vocational education which fits for occupations connected with the household."

State-aided instruction in household arts should be of such a nature as to fit for occupations connected with the household; the controlling purpose of that education should be to fit the pupil for profitable employment. That employment may be as a domestic or housekeeper, in service at home as a helper, or as the head of a home.

Homemaking, then, takes its place side by side with a given trade as a vocation. It is generally recognized that homemaking is a vocation. The organization, however, of a homemaking school presents certain problems which only the accumulated experience of many persons interested in the home from various angles can help to illuminate. Consideration of the training which a homemaking school should give its pupils must take into account the rôle woman plays in modern society, the influence of the home on a community, and the influence of the community on the home. It is only by thinking through these public questions in their local setting that any given school can point its aim and build up its argument in justification of its expenditure as a homemaking school. That women are being drawn into industry in increasing numbers is a fact. That many a woman is in the business world and yet responsible for a home, and a home with children, is also a fact. It is true that many more daughters enter industry between the ages of fourteen and twenty-five than ever before. Nevertheless, in spite of many mixed statistics on the subject of women in industry, there is positive evidence that the greater number of

them become homemakers within ten years after their entry into industry, and it is still true that there is a larger proportion of women, taking the country as a whole, who are living at home as housewives than working outside the home. The problem of the homemaking school from the point of view of the individual girl simmers down to this: will the girl get from the homemaking school a special education which she could not get in any other type of school? Will this training enable her to meet the demands of earning a livelihood, if need be, and to fulfill her functions as wife and mother? If she goes into the business world what would better fit her to cope with her situation? In answering these questions, what the girl needs must be balanced against what the school offers. A vocational homemaking school differs very materially, on the one hand, from other secondary schools that fit directly for given lines of industry, and, on the other hand, from household arts courses taught in high schools, no matter how practical those courses may be. A homemaking school has but one vocational intent, namely, to train persons to manage homes themselves, — exactly that, *to manage homes themselves*. From the beginning of a course in a homemaking school to the end instruction should be given under conditions which parallel the home as nearly as possible, and the students should be tested under actual home conditions at every step.

A program which will be the means of accomplishing this end is the program which must be worked out if our homemaking education is to function as vocational.

This program can be best worked out by some adaptation of the following requirements: —

A. No pupil shall be admitted to one of these schools whose mother or guardian does not agree that the home itself may be used for a definite number of hours each day as a workshop for acquiring practical experience in homemaking.

B. A group of girls not exceeding twenty shall be under charge of the instructor for nearly all of their time. This instructor should supervise the home work, and, for at least one or two class periods in the school, hear the necessary reports and give the necessary directions for subsequent prosecution of home work.

C. The girl should agree to give at least seven hours per day to her vocational training, of which perhaps three hours might be in attendance on the school itself and four hours in doing her practical work in the home.

D. The practical work in the home should be organized on a definite project basis, and the girl should never be required to carry more than two projects simultaneously; for example, she might undertake to get the family breakfasts for a month, and at the same time to give an hour a day to shirt waist making. Both of these projects should be definitely planned with her instructor, and the instructor should make arrangements to visit the girl at the appropriate time. The instructors themselves, under such a program, would have to prove adaptable. No instructor could supervise a homemaking project in breakfast getting who imagined that school hours begin at 9 o'clock. The supervisor in this case would have to be at the girl's home occasionally at 6 o'clock in the morning, or even earlier.

E. At least one half of the school work proper should consist of related technical instruction, applicable to the home projects which are carried on.

Every member of such a homemaking school would work with her hands as well as her brain. She would actually do household tasks over and over again until she gained speed and directness. Such a homemaking school would not directly train teachers of homemaking, but its graduates might well be admitted to special classes for such training after they had demonstrated their ability in performing household occupations. Such a school would not fit persons for higher institutions of learning unless those institutions would accept this kind of training in lieu of other entrance requirements. It does not train solely for occupations in the business world. It should not demand that those applying for admission should have received a certificate from a grammar school. Any one between fourteen and twenty-five years of age who could benefit by the instruction should be eligible for the instruction offered.

The fact that girls are admitted to the homemaking school at fourteen, even though they have not graduated from a grammar school, does not necessarily mean that the work in a homemaking school is more elementary than in a high school. The method of instruction and subject-matter should differ from

that offered in the high school; it should meet the needs of persons who have highly developed practical tastes and a tendency to prefer to learn by doing.

It must not be inferred from what has been said above that because she has attended a homemaking school a girl cannot go to a higher institution of learning or make a success in the business world. By doing special work to meet the entrance requirements of normal schools or colleges a girl could be admitted to the institution for which she prepared. By attendance at a homemaking school a girl should get training in several branches of work which she could directly capitalize in doing home-order work in cooking or preserving, or in doing home sewing. As a result of the growth of concentration and force of thought she has a background which tends to develop a certain transferable ability to grasp the details of work other than that in which she is trained in a homemaking school. If parents wish their daughters to enter the cooking, sewing or millinery trades they should send them to a strictly trade school. If parents wish their daughters to go to a normal school or a college, except in special cases and for special courses, they should send them to a high school rather than to a vocational school. The aim of the homemaking school should be to enable a girl to take her place side by side with her mother in the home, and to fit her efficiently to manage a home of her own. She should be trained to meet the local demands of her home environment, — in the rural community, the town or city, — since each homemaking course should incorporate certain lines of instruction that its situation demands. In a rural community emphasis should be placed on milk products, kitchen gardening, small fruit growing and poultry raising.

As a result of the training in a homemaking school a girl should not only be able to perform the household tasks, but she should be able to analyze the influences that radiate from the home and the effect of public issues on the family and herself. Her realization of citizenship should be stimulated, and her consciousness of responsibility and personal force should be strengthened. A vision of the contribution she can make in her generation should be brought before her, showing the scope of action her special talents will enable her to map out.

(5) *Evening Household Arts Schools.*

We are in a period when education through the schools is not confined to any aged group, any static course of study, any given time of the year nor to any arbitrarily chosen time of day. The call for extension courses in great variety is steadily increasing. The demand in the field of women's work is taking the form of (1) trade extension courses (training in occupations in which women are already employed, in order that they may increase their efficiency and wage-earning capacity), and (2) training in household and practical arts for housewives, homemakers and women employed in occupations outside the home. At the present time those who enroll for evening class work in the schools established for evening household arts work far outnumber those who enroll for trade extension work.

In the evening household arts schools short unit courses have proven to be a most valuable device for insuring the members of the classes a measurable amount of vocational efficiency in the various parts of the household occupations they will deal with. We do not hesitate to affirm our conviction that in the short unit method of instruction, adapted as experience teaches us, we have the method which promises most for these courses.

With these classes the school-home project is the next step, — a difficult step to take with pupils, but an essential one. All the difficulties of administering this work in the day school of homemaking present themselves to the one who would carry the idea out with evening classes, and added thereto are the special difficulties which grow out of the day employment of the pupils, and their restricted home conveniences. Many of these pupils are boarders.

This is the most potent way by which a vital increase in the effectiveness of these courses can be obtained. Already the value of this departure has been proven in some of the State-aided schools. It remains for communities and schools seriously to set about this task by providing teachers who are free to adapt their service to the needs of their pupils. At present, the majority of the instructors in these classes are themselves busily employed during the day with duties not connected with the school. A staff of teachers free to go to the pupils in their

leisure time whenever and wherever they may be found would go far toward solving this problem. It is not a problem of school hours and schoolrooms. When the community accepts the instruction of employed women in household arts in its full significance, then we can take this next step squarely. Pending that time, much can be done under present conditions if we can convince communities that the need for such work exists.

(6) *Continuation Schools.*

A. The special report upon the "Needs and Possibilities of Part-time Education," by Dr. David Snedden, assisted by Special Agent Michael W. Murray, and submitted to the Legislature in 1913, contained these statements:—

(A) There is a distinct need for the further development of part-time education in Massachusetts, evidenced by the fact that upwards of 40,000 young persons from fourteen to seventeen years of age are constantly employed in wage-earning pursuits, most of whom have not completed an elementary education. . . .

(B) Part-time education as a means of giving more adequate liberal and vocational education to young people already employed is, in large measure, at least, practicable, both from the standpoint of employing industries and from the standpoint of the schools, as a means of efficient instruction for young persons.

(C) The historic policy of Massachusetts as regards education has been, first, to make the offering of an educational opportunity permissive on the part of the community; second, to make mandatory the offering of the opportunity; and third, to make it compulsory on the part of young persons to take advantage of the opportunity. . . .

B. Consideration of the pertinent facts regarding the needs and the employment of minors fourteen to sixteen years of age results in the following conclusions:—

(A) The evident trend of industry is to exclude the fourteen to sixteen year old minor from skilled industry. These minors are forced to enter employment as unskilled workers.

(B) There is an increasing demand that the compulsory period of education be raised to sixteen years.

(C) Many of the group of minors from fourteen to sixteen years of age find that economic necessity demands that they contribute to their own support; they must find some remunerative employment.

(D) The regular school is not organized to meet the special needs of the group of minors who would be kept in school should the compulsory age be raised.

(E) Permissive legislation will not result in many municipalities taking advantage of the present continuation school law.

(F) Four hours a week for two years is not long enough for continuation school pupils to secure adequate results. It is, however, all that we should demand at this time.

(G) Three types of educational opportunity should be furnished in continuation schools:—

a. General education.

b. Pre-vocational education (for choice of a calling).

c. Vocational education (for training in the chosen calling).

C. Consideration of the ways and means of improving the conditions set forth in these conclusions leads us to make certain definite recommendations.

(A) That State-wide compulsory continuation schools should be provided for all employed minors of fourteen to sixteen years of age.

(B) That employed minors fourteen to sixteen years of age should be required to attend a public continuation school for four hours a week.

(C) That the best results will be secured from compulsory continuation schools when the opportunity for attendance is continuous throughout the year, or at least for forty-eight weeks.

(D) That unemployed minors fourteen to sixteen years of age who have left the regular public schools and are temporarily out of employment should be required to attend the compulsory continuation schools for the full session of such schools each day during their unemployment.

(E) That municipalities having a population of 50,000 or more should be required to maintain the three types of schools referred to in conclusion (G), and that all other municipalities should be permitted to maintain these three types of schools.

(F) That municipalities having a population of 10,000 and less than 50,000, and having not less than 50 employed minors fourteen to sixteen years of age, should be required to maintain general improvement continuation schools.

8. PROFESSIONAL IMPROVEMENT OF TEACHERS.

It is trite to say that in order to have good schools we must have good teaching, and in order to get good teaching we must have good teachers. But, trite though it may be, the fact may not be summarily dismissed. The situation confronting those attempting to administer vocational education is acute, and the success of the schools is dependent upon the instructors secured. The qualifications of instructors is a matter for most important consideration.

Agencies (normal schools and colleges) now established furnish a supply of well-trained teachers of non-vocational subjects, and schools of domestic arts and agricultural colleges may be depended upon to give the requisite technical training to prospective teachers in schools of homemaking and agriculture. This technical training, supplemented or preceded by adequate home or farm experience and special training in the art of teaching in these fields, will furnish a body of teachers from which to select competent vocational instructors for these schools.

The evening training classes recently established for instruction of prospective teachers in shop classes of industrial schools are unquestionably discovering and training artisans and craftsmen who are adaptable and competent to engage in the work of shop and technical instructors.

It was wise to undertake this work with small investment until ways and means of giving this instruction had been worked out, and until some test of the success attending the methods adopted had been made. To continue longer to engage upon this work in the present very limited way, and with the small resources now available, will be disastrous. As soon as adequate opportunity is at hand for them to secure the training, only trained instructors should be eligible for positions in these schools. An acceptable amount of training in approved courses preliminary to or immediately subsequent to teaching in a State-aided vocational school should be required. The Board of Education is continually called upon to recommend teachers. Without a supply of trained teachers it is embarrassed and unable to be of assistance in this particular.

As soon as the means can be found and ways devised to accomplish it, all instructors chosen by the trustees of State-aided vocational schools should be chosen from eligible lists established as the result of examinations conducted by the representatives of the Board of Education either acting alone or in co-operation with local boards.

But the preliminary work of selecting, listing upon eligible lists, and of training candidates as industrial school instructors is not sufficient. Instructors who have qualified for the eligible lists and secured placement in these schools should be required to continue approved professional improvement. This is as essential for those who have received technical training in schools before taking up this special work as it is for those who qualify directly from trade with training offered in evening courses. The aim of the vocational school is specific, and its problems are peculiar to this type of school. They must be understood by the instructors if we are to continue to develop effective vocational schools. Their particular problems are not to any great extent made the subject of special consideration in established institutions. In addition to this, the vocational field is an ever-changing one replete with progress and new ideas, and the shop, home or farm instructor who does not keep well abreast of this progress and change will soon "go stale."

A tentative program for professional improvement of instructors has been planned and is presented here in outline form.

(1) *Professional Improvement: Organization.*

Present and prospective teachers shall be recorded according to the following classifications:—

A. Individuals wishing to take a teachers' training course previous to securing employment (Class A).

This classification includes all individuals enrolled in the teachers' training classes conducted for the last two years. No essential change is proposed in the methods of organization and instruction in those classes.

B. New appointees (Class B).

All new appointees in day industrial schools required to take a teachers' training course during the first year of their employment, subject to the following modifying conditions:—

(A) A new appointee who has already qualified in a teachers' training course.

(B) Special students to be dealt with under the method of procedure proposed for Class C.

C. Regular members of the faculties of day industrial schools (Class C).

(A) For those desiring it and where the opportunity can be given them, successful completion of a teachers' training course provided for Class B shall be accepted as meeting the professional improvement requirements for the coming year.

(B) Where Class C teachers do not desire to take such a training course, or have already taken such a course, or where the conditions are such that they could not readily attend such a course, professional improvement work for the coming year shall be represented by some special phase of work carried out by that teacher during the calendar year, Sept..1, 1916, to Sept. 1, 1917. This might consist of —

a. Working out during the school year a problem intimately connected with the work of the teacher in the school.

b. Attendance on some approved summer school course.

c. A set period of time in the summer vacation working at his trade.

d. Such other activity which will increase his efficiency and meet some special condition.

D. Instructors in evening courses (Class D).

Provisions for professional improvement for this group shall consist of —

(A) Attendance on a teachers' training course where it is possible without establishment of special courses for that purpose.

(B) Working out a special problem in connection with his special line of instruction.

(C) Such other activities warranted by the local conditions, making for greater efficiency and approved by the Board of Education.

(2) *Professional Improvement: Procedure.*

Professional improvement is a requirement of the Board of Education and not of the local authorities. This work should be carried out in conjunction with the directors of schools and

with their co-operation. The following method of procedure is proposed:—

A. All directors shall be notified of the requirements in a circular letter, and given an opportunity to take up the matter with their faculties in an informal way.

B. After the directors have been notified, and a reasonable length of time has been allowed for them to take up the matter with their teachers, a notice shall be sent to every teacher, drawing attention to the requirements and asking that by a certain date there shall be filed with this office for approval a statement of what is proposed to meet the requirements.

C. A statement submitted by the teacher to the Board of Education shall be accompanied by an approval of the proposition by the director of the school in which he is employed. Through conference and suggestion, the teacher, the director and the agent of the Board of Education should agree upon what is to represent the teacher's improvement work for that school year. Any work which is undertaken should meet the needs of these three parties in interest.

D. An annual record shall be kept in the State Office under the name of each teacher, showing —

(A) The proposed piece of work.

(B) The approval of the director.

(C) The approval of the agent in charge.

(D) Conferences held by the agent, director and teacher during the time the work is in progress.

(E) Formal approval or disapproval of the work of the year.

9. ADMISSION OF CANDIDATES TO TEACHERS' TRAINING CLASSES.

A tentative program has been devised for admission of candidates to training classes. It is presented below.

(1) Teachers' training classes shall be recognized as pre-employment classes. An individual taking such a course should not be a candidate for a teaching position before the completion of the course.

(2) Instructors are approved who are twenty-one years or more of age. Candidates for these classes may desire to take a training course before seeking employment. Therefore the

minimum age of admission to teachers' training classes shall be set at twenty.

(3) In those schools where aids are eligible (in day schools) for employment, individuals able to meet the requirements for employment and approval as aids shall be admitted to the training classes.

(4) Credit for academic educational attainment shall be given only for work which is general in character. No academic credit shall be given for technical work.

(5) Where grammar school graduation is required, the following equivalents shall be accepted:—

A. Evening school or other work which is ruled upon as equivalent to completion of a grammar school course.

B. Attendance at a grammar school or school of equivalent grade for full time where there were no real graduation exercises. This is often the case with persons who secured their general school training outside the United States.

C. Special evidence which might take the form of —

(A) Evidence in oral and written English and general intelligence.

(B) A special examination.

(6) Where high school graduation is required, the following equivalents shall be accepted:—

A. Attendance upon evening high schools, evening commercial schools, or other schools whose aim is to give general education, shall be credited hour for hour with high school work, provided the individual has partially completed a high school course.

B. The fact that an individual has been admitted as a regular student to an institution of higher learning shall be accepted as evidence that he has completed the equivalent of a high school course.

(7) In crediting trade experience.

A. No credit shall be given for time spent in occupations other than those in question.

B. Attendance at or graduation from an approved corporation school shall be credited year for year as apprenticeship training.

C. When a candidate is working at his trade while he is

taking the course, and will have had the minimum amount of trade experience before the beginning of the next school year, he shall be admitted to the training classes.

(8) In the relation of drafting to shop work it is not uncommon to find a draftsman who secured a portion of his training in the shop. Shop training is considered a desirable experience for draftsmen. Candidates for rating as teachers of drafting, who have had a combination, drafting-room-shop experience amounting to at least eight years, shall be admitted to these classes. The relative amounts of drafting-room and shop experience shall be left to the discretion of the agent in charge.

10. SCHOOL OF SHOEMAKING.

The city of Lynn, by referendum, voted at the State election to establish a school of shoemaking. The school is to be under the joint control of the city and State, and steps towards its establishment have been taken. The aim of the school is to equip boys and girls with skill and technical knowledge which will enable them to enter the shoe industry advantageously as workers, and to rise to the highest positions of responsibility in that industry. The trustees of this school will be appointed by the Governor. This is an enterprise which promises much for the future of one of the State's largest industries.

11. PANAMA-PACIFIC EXPOSITION.

At the Panama-Pacific International Exposition Massachusetts was awarded the grand prize for its exhibit from vocational schools. This award was made in recognition of the excellence of our system of State-aided vocational education.

Desiring to acquaint the citizens of the Commonwealth with the various types of vocational schools maintained, the Board of Education has exhibited part of the display at the Panama-Pacific International Exposition at various centers throughout the State. If means are provided by the Legislature it is the intention to exhibit this material in all sections of the Commonwealth. The exhibit is intended to show the present status of State-aided vocational education in Massachusetts. By charts, stereomotorgraphs and transparencies the educational

plans and processes undertaken in these schools are explained, and by the charts and display of some of the smaller articles manufactured in these schools some of the results obtained are shown.

12. BULLETIN No. 71.

The most important document put forth by the Department of Vocational Education during this year is an administrative bulletin planned to explain the statutory requirements and administrative standards established for conducting State-aided vocational education. It sets forth practices and procedures based upon the principles and fundamental policies presented in Bulletin No. 3. A certain amount of discussion of standards and requirements is found in this bulletin, but detailed discussion is left for special bulletins referred to therein.

13. CONFERENCES.

Two State-wide conferences were held during the year under the direction of the Vocational Department.

A conference for instructors in day industrial schools for boys and men, at Worcester, May 26, 1916. There were about 300 in attendance.

A conference for instructors in home-making schools, at Newton, June 26, 1916. The attendance was about 200.

SECTION C.—DEPARTMENT OF UNIVERSITY EXTENSION.

This report is a record of beginnings. It contains an outline of the history of university extension in this country, and an outline of the events and tendencies which led to the establishment of the department in this State. It states briefly what the department has accomplished and the methods by which the results were obtained, and forecasts what the department would like to do.

University extension, in the sense in which we now understand it, took root in America as a form of library service; it was so begun in the cities of Buffalo, Chicago and St. Louis. In 1890 the movement had progressed far enough to warrant the formation of an organization supported by private subscription, — the American Society for the Extension of University Teaching. In 1891 New York made the first State appropriation for university extension, — \$10,000.

In December, 1891, reports read at a National Congress on University Extension showed wonderful growth. Twenty-eight attempts within four years had been made to introduce university extension, most of them without special financial aid. There was great enthusiasm in the National Congress, yet nearly ten years passed before a program was produced which seemed practicable to State legislators. Then, after a period of experimentation, enough good results were realized to convince American lawmakers that this form of education could be offered at the expense of the taxpayers. Since 1906 the permanence of university extension has been assured.

In 1910 an investigation was made to find out the status of university extension in the United States. Fifty-four institutions reported some form of extension work. Special financial support was reported to be insufficient or entirely lacking. In 1913, in response to an inquiry made by the United States Bureau of Education, 103 institutions reported extension activities, and 51 of them described their work as organized and supported in greater or less degree by legislative appropriations. Inquiries made since 1913 show increase; first, in the number of institutions offering extension service; second, in the number of students enrolled, especially of those study-

ing for credit; third, in the variety of forms of extension activity due to the growing demand for different kinds of State, municipal and community service; fourth, in the amount of funds available.

THE PRESENT STATUS OF UNIVERSITY EXTENSION IN THE UNITED STATES.

Recent statistics are fragmentary, but the increase in enrollments in certain typical institutions can be seen from the following tabulations:—

	Enrolled 1914-15. ¹	Enrolled 1915-16. ²
University of California,	1,893	8,626
University of Chicago,	4,685	— ³
Kansas State Agricultural and Mechanical College, . .	2,835	3,449
University of Kansas,	735	1,003
University of Minnesota,	144	3,163
University of Missouri,	561	641
University of Washington,	158	960
University of Wisconsin,	9,499	11,150
	20,510	—

¹ Data furnished by the University of Wisconsin.

² Compiled from answers to questionnaire.

³ No report.

Increase in funds available for extension purposes in two recent consecutive years are shown by the figures below.

	1914-15. ¹	1915-16. ²
University of California,	\$33,486 20	\$49,400 64
University of Chicago,	45,000 00	— ³
Kansas State Agricultural and Mechanical College, . .	— ³	85,086 81
University of Kansas,	20,000 00	21,000 00
University of Minnesota,	89,350 00	86,557 97
University of Missouri,	17,807 62	12,500 00 ⁴
University of Washington,	19,541 83	25,563 62
University of Wisconsin,	239,110 00	267,659 69

¹ Data furnished by the University of Wisconsin.

² Compiled from answers to questionnaire.

³ Report lacking.

⁴ Appropriation.

These statistics reveal that institutions under State foundation and support lead in enrollments. University extension courses in general make no pretense at being identical in detail of procedure with collegiate courses. Their aim is to supplement the education of persons whose path in life is already more or less fixed, — whose chief business is earning a livelihood.

GROWTH OF UNIVERSITY EXTENSION IN MASSACHUSETTS.

Popular education has always flourished in Massachusetts, and the people of the State have benefited by the extramural activities of university men. Some of the most famous Lyceum lecturers were born in Massachusetts. In 1839 the Lowell Institute was founded, and has from the first been a powerful auxiliary factor in the education of our people. For the supported class of students, that is, children between six and twenty years, there was some provision of educational facilities, but for the man who, because of economic pressure, had to learn while he earned, the field was barren indeed except in a few favored communities.

A perception of this need was felt early and capitalized by enterprising spirits. The private correspondence schools were one result. But the founders of correspondence schools were not the only ones who realized the need and toiled to relieve it. There were those who began to talk of a State university which should be the mother of all needed educational innovations. Experts in the art and science of education saw the need also and voiced it, but these men did not think it practicable to found a State university. A group of them in 1910 proposed Massachusetts College, — an institution which would have been one of the most original and far-sighted attempts to fill the gaps in our educational system ever conceived. It met with wide favor. Sixteen college presidents expressed belief in the experiment and willingness to receive properly qualified students of the college in their junior and senior years.

In a word, it was proposed under a legislative act of 1910 to establish a number of local college faculties in several urban centers scattered over the State. There was to be a central

faculty consisting of heads of departments who should administer the teaching and recommend appointments. There was to be also a central executive office in Boston, but no great central plant. Existing local educational buildings were to be used. The income from the endowment was to be devoted largely to scholarships for students of the college sent to graduate in the older institutions.

In 1910 the Legislature passed an act establishing Massachusetts College, but with the provision that the act should become effective upon the *bona fide* contribution of \$500,000. As the necessary sums were not forthcoming, the establishment of the institution was not consummated.

The discussion which attended the agitation to establish Massachusetts College increased the interest of the private institutions of the State in the extension of their educational activities. In the winter of 1914-15 representatives of all the colleges located in the State met in Boston to organize extension work. The delegates felt that the colleges of the State should make themselves more useful to the public at large, and it was decided to divide the State into four sections for the purpose of organizing university extension courses. The first section was the eastern part of the State, to be served by the "Boston group" of colleges; the second section, centering at Worcester, was to be served by the higher institutions of that city; the third section, which comprises the Connecticut Valley and adjacent territory, was allotted to the Connecticut Valley group of colleges; while the fourth section, which lies in the extreme western part of the State, was to be under the care of Williams College.

All of these groups are now active to a greater or less degree. On Nov. 30, 1915, Williams College had 254 extension students. The Boston and the Connecticut Valley groups have prepared impressive programs. The latter group of colleges, which include Amherst College, Massachusetts Agricultural College, Smith College, Mount Holyoke College, Northfield schools and the International Y. M. C. A. College at Springfield, offer in co-operation with the State Department of University Extension upward of 100 courses. No figures are available at the present writing as to the courses which will prove to be in

greatest demand or as to the number enrolled. Courses by this group are all given in classes which are organized and administered by an agent of the State Department of University Extension.

The Boston group of institutions comprises Harvard University, Tufts College, Massachusetts Institute of Technology, Boston University, the Boston Museum of Fine Arts, Boston College, Wellesley College, Simmons College, Massachusetts Board of Education, and the school committee of the city of Boston.

For the year 1916-17, 22 courses are offered with a total enrollment thus far of 1,357.¹ The demand in the vicinity of Boston for university extension courses, even of the purely cultural variety, is shown by the increase in registrations during the last seven seasons, as may be seen in the following figures: —

YEAR.	Courses.	Registration.
1910-11,	16	863
1911-12,	17	1,150
1912-13,	21	1,060
1913-14,	19	1,127
1914-15,	24	1,309
1915-16,	24	1,544

¹ Dec. 4, 1916.

ESTABLISHMENT OF THE STATE DEPARTMENT OF UNIVERSITY EXTENSION.

The agitation for a State university had another concrete result. While the colleges of the State were unlocking their facilities to the people, the General Court was considering the enactment of a measure designed to establish a State Department of University Extension. The act of establishment was passed in May, 1915, in the following terms: —

AN ACT TO ESTABLISH A DEPARTMENT OF UNIVERSITY EXTENSION AND
TO PROVIDE FOR CORRESPONDENCE COURSES OF EDUCATION.

SECTION 1. There is hereby established a department of university extension to be under the direction and control of the board of education. The head of said department shall be appointed by the board of education, with the approval of the governor and council, and his salary shall be fixed by the board with the approval of the governor and council. He may be removed at any time by the said board of education.

SECTION 2. The said department of university extension is hereby authorized to co-operate with existing institutions of learning in the establishment and conduct of university extension and correspondence courses; to supervise the administration of all extension and correspondence courses which are supported in whole or in part by state revenues; and also, where that is deemed advisable, to establish and conduct university extension and correspondence courses for the benefit of residents of Massachusetts: *provided*, that nothing in this act shall be construed as giving to the said department or to the board of education the control or direction of extension and correspondence courses in agriculture or in subjects directly related thereto when these are administered under the direction of the Massachusetts Agricultural College. The said department, subject to the approval of the board of education, may employ such agents, lecturers, instructors, assistants and clerks, for whole or part time, as may be necessary for proper compliance with the provisions of this act. With the approval of the governor and council and of the board of education, it may rent suitable offices for the conduct of its work.

SECTION 3. The said department for the purposes of such university extension or correspondence courses, may, with the consent of the proper city or town officials or school committees, use the school buildings or other public buildings and grounds of any city or town within the commonwealth, and may also use normal school buildings and grounds and, with the consent of the boards or commission in charge of the same, such other school buildings as are owned or controlled by the commonwealth. City and town officials and committees are hereby authorized to allow the use of buildings and grounds under their charge by the department of university extension for the purposes of university extension or correspondence courses, subject to the rules and regulations which such officials or committees may establish: *provided, however*, that such use shall not interfere or be inconsistent with the use of said buildings and grounds by the public schools of the city or town. The said department may also arrange for the use of such other buildings, grounds, and facilities as may prove to be necessary for the conduct of its work, and may expend in rent therefor such sums as may from time to time be necessary.

SECTION 4. The department of university extension is empowered to appoint a state advisory council and also local advisory councils on university extension and correspondence courses, the functions of which shall be defined by the rules and regulations of the board of education.

SECTION 5. The board of education shall submit to the general court, on or before the third Wednesday of January of each year, a detailed report of the doings and expenditures of the said department for the year closing on the first day of the previous July.

SECTION 6. The said department is authorized to grant to students completing courses of instruction provided for under this act suitable certificates as evidence of proficiency, in accordance with rules and regulations to be established by the board of education.

SECTION 7. The department of university extension, for the purposes of complying with the provisions of this act, may be allowed for the salary of its head, agents, lecturers, instructors, assistants, clerks and other service, and for travel and other necessary expenses of these officers, incurred in the performance of their official duties under this act, such sums as shall be appropriated annually by the general court, payable out of the treasury of the commonwealth.

SECTION 8. There may be expended under the direction of the board of education in carrying out the provisions of this act for the year nineteen hundred and fifteen, a sum not exceeding twenty-five thousand dollars.

SECTION 9. This act shall take effect upon its passage. [*Approved May 28, 1915.*]

The organization of the Department of University Extension in Massachusetts began in November, 1915, the legislation establishing the department having been signed by the Governor in the preceding May. A careful study was first made of existing educational institutions in the Commonwealth, to determine in what ways this new department could co-operate with them, and in what fields of educational activity the facilities of the department could be most useful. It was necessary to avoid duplication of the work of the evening schools, of State-supported vocational schools and of educational work planned for the benefit of immigrants.

The first instruction was given by correspondence, but as the need became apparent extension classes were formed. Later it was found expedient to form study groups. A brief description of each kind of instruction follows.

Correspondence Instruction.

Instruction by correspondence, when properly organized, has been shown to be of great value to students who cannot attend classes under personal direction. Courses similar to many of those offered by the State department are especially suited to the needs of men and women employed in shops,

stores and offices. A correspondence course offers a way to use spare time. The interest and competency of the student in his regular work is increased through the efforts he gives to correspondence study. In general, employers approve of the efforts made by young men and women in their employ further to educate themselves either for general culture or for proficiency in their work.

In conducting correspondence courses there is little or no conflict with institutions supported by taxation in Massachusetts. Nearly all educational work of this kind offered in this State, except in subjects relating to agriculture, has been done by universities located in other States or by private institutions conducted primarily for profit. Large sums of money were spent every year in payment for these correspondence courses, and it was one of the objects in the establishment of the department to give residents of the State opportunities to receive education of this kind on practically a free basis. Another important consideration favoring the early development of correspondence courses was the obvious ease in securing a necessarily large staff of instructors for part-time services. Correspondence instruction can be given by teachers at times when they are not following a regular program.

The prospective student makes application on a blank provided by the department. When he has satisfied the department as to his ability to undertake and profit from the course named, he is enrolled and receives his first lesson pamphlets. In due course his written exercises are returned to the instructor, who examines and grades the papers and records on them his corrections, criticisms and comments. New installments of work are sent to the student as soon as he has completed the previous assignment. The time limit within which a course must be completed is one year unless an extension of time is permitted. A table of the numbers enrolled in correspondence courses will be found in Part IV.

Class Instruction.

Class instruction has been found a telling factor in university extension. In classes the instructor is brought face to face with his students. There is opportunity for oral question and

answer, and for discussion between members of the class. In short, it provides the advantages of personal instruction.

Extension classes in subjects not offered by the public school system began to be conducted in April, 1916, by the Department of University Extension in various centers throughout Massachusetts. For convenience the State is divided into twenty-six districts, each containing a center. (See map.) Usually this center is the largest town in the district. As it is sometimes impossible for one town to furnish the number of students required for classes in certain advanced subjects, the centers are usually so placed that practically all the residents of each district may reach their center by electric railways or other convenient means of transportation. Thus classes in many different subjects may be formed by the students in one town combining with the students of other towns of that district. This does not mean, however, that it is impossible for any other town in a district to secure classes, provided the requirements as to numbers are met. There must be at least twenty actual registrations in the same subject before the State provides an instructor.

No tuition fees are charged. A student is required to pay in advance a specified amount to cover the approximate cost of lesson pamphlets, stationery and textbooks. In case any amount remains, after payment of these expenses, it is used toward defraying the traveling expenses of the instructor. The student is required to prepay postage or express charges on material sent at any time to his instructor for correction. The charge for courses given in class or by correspondence is the same.

Classes are usually formed through the efforts of an interested individual or organization. They meet ordinarily once a week at a suitable time agreed upon by all persons concerned, either in the late afternoon or evening, and sometimes on Saturday morning. Unless otherwise stated, the standard length of the class period is one hour and forty-five minutes.

Whenever it is practicable to do so the department makes use of school or other local public buildings. Libraries and school buildings have rooms well suited for the meetings of university extension classes. It seems only reasonable that the

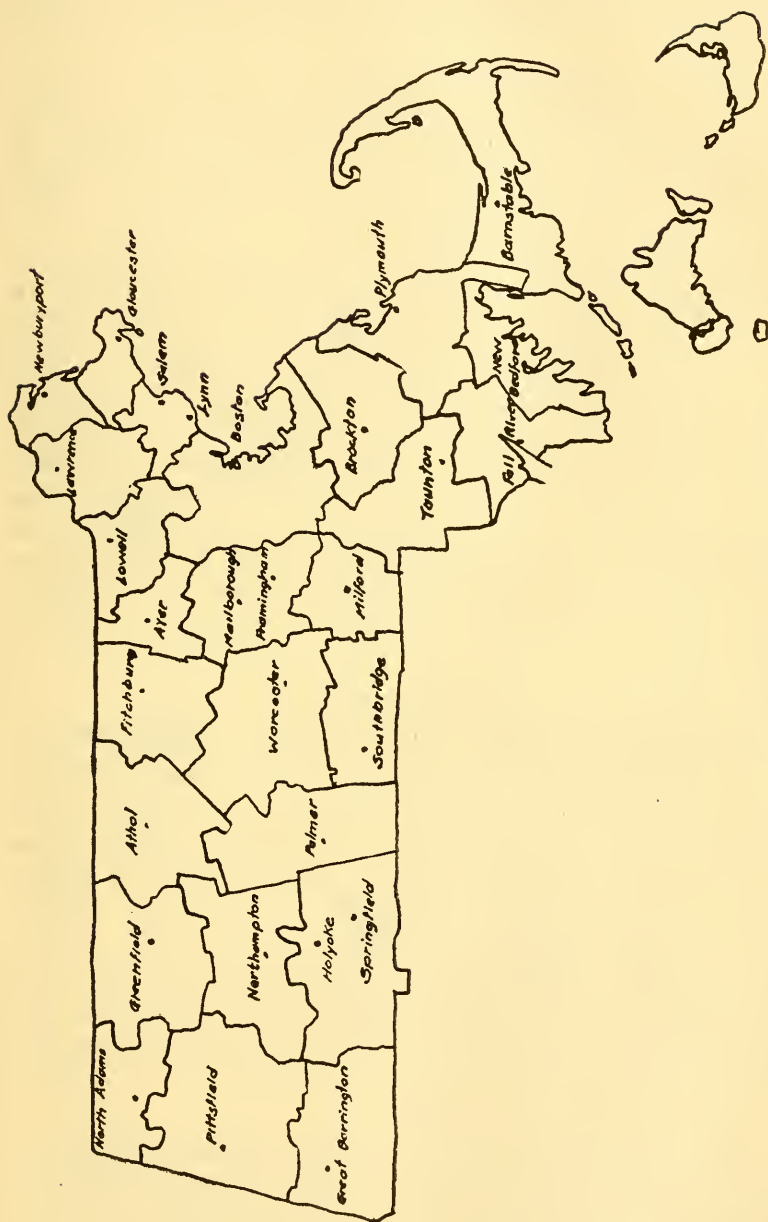


FIG. 1. — Extension districts and centers in Massachusetts.

community receiving these educational advantages wholly at the expense of the State should provide the necessary housing services.

In some cases classes have been organized in shops and factories, particularly for the accommodation of those employed in these places. Under such circumstances the employer is expected to furnish for the classes the rooms and the services other than instruction. The industries of Massachusetts uniformly are desirous of co-operating with the department in the formation of classes in the interest of their wage earners. The more enthusiastic managers show a willingness to bear the entire expense of a university extension class organized among their employees. It is not the policy of the department, however, to encourage this tendency in its entirety. What costs nothing usually means nothing; so the negotiations regarding industrial classes ordinarily result in a sharing of the expenses by the student, the department and the company. Sometimes it seems desirable, after a man has finished his course and received his certificate, for the company to refund the fee paid to the State.

For data on numbers of students in extension classes see Part IV.

Study Groups.

Where ten or more but less than twenty students living in one community are taking the same course by correspondence, it is possible for them to form a group for mutual assistance and for study. One member acts as secretary. The members meet regularly, preferably once a week, in a school or library building for the discussion of lessons and for mutual helpfulness. Provided there is an average attendance of at least eight members, arrangements can usually be made with the department to have an instructor in the course meet the group every fourth meeting at their regular place of meeting. Charges per student are the same as for the regular correspondence method of instruction.

Study groups are intended to bridge the gap between the isolated student who is receiving instruction by correspondence and the large group organized as a class. Its aim is to give the student who would like to join a regular class, but cannot do so, the advantage which comes from meeting with his

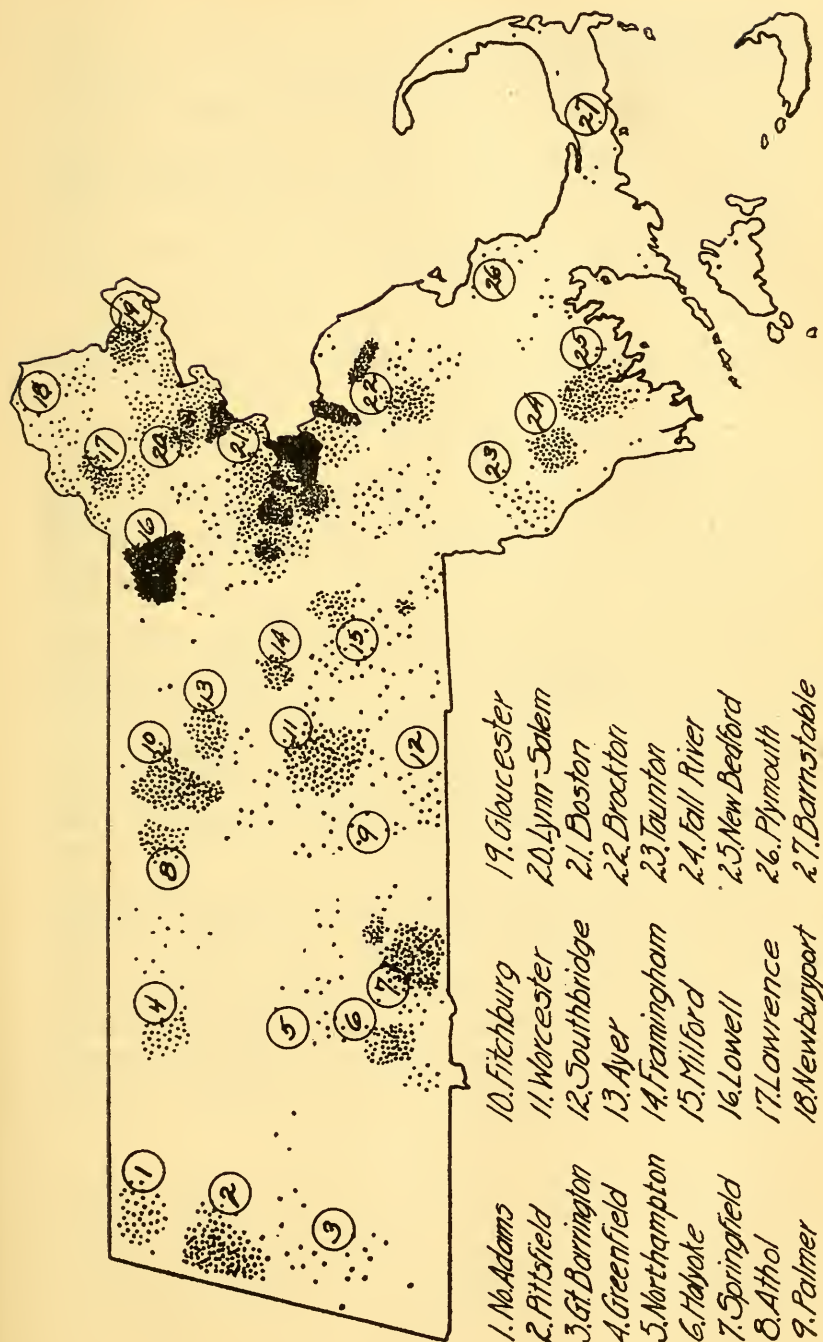


FIG. 2. — Geographical distribution of the students enrolled in the department. Numbers refer to districts given in Fig. 1.

fellows for exchange of opinions and from working occasionally under expert guidance.

It is not the intention of the department, however, to encourage unduly the formation of study groups. For the students who need group instruction the regular weekly class meetings are more desirable. The number of groups is small, therefore, as will be seen by the tables in Part IV.

The number of students enrolled [is shown graphically by the accompanying map. (Fig. 2.)

METHODS OF REDUCING THE NUMBER OF THOSE WHO DROP COURSES.

One of the charges brought against correspondence instruction is that it fails to hold students to the completion of the courses in which they enroll. The department is too recently established to have significant data upon this point, but measures have been taken to keep down the number of those who drop courses before completion.

Especial pains have been taken to gauge the student's preparation, previous training, experience and purpose in connection with the course for which he applies. These conditions are studied from information provided on the student's application blank (see below), occasionally by personal interview and by special correspondence. Special attention is given to qualifications in fundamental subjects. It is hoped that in the near future enrollment may be made after personal conferences between a regular representative of the department and the student. In determining the qualifications of students it has not seemed advisable to inaugurate a system of formal examinations, but every prospective student should know beforehand the nature of the course he proposes to take, its average difficulty and its application to his particular needs and capacity.

The aim of instruction is not simply to indicate and correct errors, but to stimulate the student's ambition, to make sug-

gestions that will be helpful and to provide the human touch. The student should feel that there is a warm, sympathetic personality behind the corrections, actuated by a real desire to help. The successful correspondence instructor is one who can, by a paragraph, by a phrase, by a word, transmit his personality and his meaning to the student. In every staff of teachers there is plenty of cordiality, interest and capacity

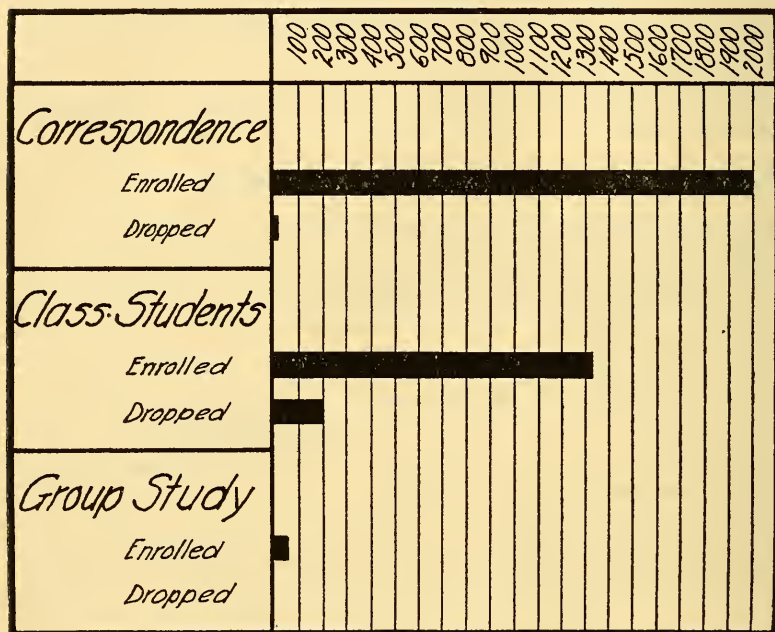


FIG. 3.—Showing, comparatively, the number enrolled and the number dropped or withdrawn, according to kind of instruction.

to help. The problem is to release these qualities in such a way that the student will receive their full benefit.

Supervision of instruction is especially requisite in extension work because the students are usually adults who have been out of the habit of study, often for years. Besides, instruction in extension courses frequently is to be given by technical experts, men who know their subjects thoroughly, but are not experienced teachers.

It is the duty of the supervisor of instruction to report to the director of the department concerning the progress of

classes and individual students, to discover causes of failure and irregular attendance, and to make suggestions which will simplify and improve the work. In short, it is his duty to suggest methods whereby instructors, especially those who are not trained teachers, may transmit their ideas to their students.

In case students become irregular in their work, letters are sent to the delinquents calling attention to the fact that their work is not of the required quality. These letters make inquiries as to the causes of delinquency, and offer assistance in removing difficulties. If letters fail to bring a response, an agent of the department has, in some cases, a personal interview with the student to find out the cause of delinquency. Where there is in a town an attendance officer of proper character it is possible, through the co-operation of the local school authorities, to send him to make the inquiry and offer assistance to the student. Even in the short time since the department was established, very effective work has been done by local attendance officers.

PREPARATION OF TEXT MATERIAL.

Another very important phase of instruction in extension courses is the preparation of suitable text material. As much of the instruction is given by correspondence, subject-matter for study provided by the lesson sheets must be of a special kind.

In the preparation of new courses, valuable data have become available from the experience of from 3,000 to 3,500 students with the method and content of the courses in actual use. It has been possible through a study of these data to make revisions, which will simplify, clarify and humanize the work appreciably.

In order to get the department under way as soon as possible after its establishment, it was not advisable to create courses out of hand. There was not available in the State a corps of experts familiar with the special needs of extension students. The needs of the State were not fully known. Under the circumstances it seemed best to procure material from agencies which had had experience in preparation of courses in parts

of the country where extension courses had been for years an arm of the public educational service. Necessary courses were, therefore, obtained from the universities of Wisconsin and Indiana and Pennsylvania, Iowa State College and Pennsylvania State College.

It is not the aim, however, to rest content with the present courses. It is the policy of the department to revise them in the light of experience before every reprint, and gradually to replace the imported courses with courses written by members of the department staff or by experts working under their direction. As the needs of the State become more clear in detail this work can be done with increasing efficiency. Of the 84 courses now open for enrollment 45 have been written or are being written especially for the department.

HOW THE DEPARTMENT WAS MADE KNOWN TO THE PUBLIC.

When the department was first organized one of the chief difficulties it had to surmount was the prevailing lack of information among the people of the new opportunity which had been provided. It took more than the simple announcement of the existence of State supported correspondence courses to catch and hold the attention even of those who should be really most vitally interested in the matter. It was not the desire to draw students into the department against their will, but that the people of the Commonwealth should know about the work. To do so, an organized effort was made to secure publicity. As the Board could not make use of the ordinary methods of commercial advertising, it has relied on the distribution of circulars, bulletins and posters placed in industrial plants and libraries. Six bulletins have been issued describing the extension courses and the improvements therein. A special illustrated poster has also been distributed to schools, libraries and factories within the State. Addresses have been made by the agents of the Board before conventions and club meetings. In cases where newspapers were willing to co-operate in bringing the educational offering of the department before their readers, special articles have been published. These have appeared in several newspapers of the State, and in each case an increase in enrollments and a

heightening of interest have resulted. The newspapers of the State have been uniformly generous in opening their columns to the accounts of the activities of the department, even when those activities had not dynamic news value.

The difficulty of securing the right kind of publicity, however, is passing. As knowledge of the department gains momentum and overcomes the inertia which hinders the expansion of new movements, it will assume in the minds of the people its proper character as an established and familiar branch of the educational system of the State. The best kind of publicity for such a project as university extension is that which comes from its own effective service.

ESTABLISHMENT OF A WAITING LIST.

The General Court, relying on the experience of the first few months in taking enrollments, made provision for all the extension students likely to apply for membership, but as knowledge of the department spread through the State there developed such a demand for courses that in the latter part of October the Board of Education found it necessary to establish a waiting list. Action was taken in the following manner: —

Voted, To authorize the Commissioner to direct the Department of University Extension to receive no enrollments in the Correspondence Study Division after Oct. 24, 1916, until further notice.

Voted, To authorize the Commissioner to direct the Department of University Extension to limit enrollment in the Class Instruction Division to classes in process of organization on Oct. 24, 1916.

The reason for suspending enrollments was partly due to the system governing State expenditures; it is necessary to understand the system in order to appreciate the situation which the department faced when enrollments began to pile up this fall.

The fiscal year of the Commonwealth closes annually on November 30, but the appropriation may be made at any time during the session of the General Court, usually in April or in May. If the General Court appropriates \$24,000 on May 1, 1916, for the use of a department during the current fiscal

year, that department may use, between May 1, 1916, and Nov. 30, 1916, \$24,000 *minus the amount which was paid out in the preceding five months of the fiscal year*. Let us suppose the amount to be subtracted aggregates \$3,000. That sum subtracted from \$24,000 leaves \$21,000 to be expended in the seven months between May 1, 1916, and Nov. 30, 1916. This \$21,000 may be distributed through the seven months in such sums as the head of the department deems best; that is, if he considers it good business to spend \$9,000 in May and \$2,000 in each of the other six months he may do so. After November 30, however, this flexible arrangement ceases. The department may continue to spend money at the rate of \$24,000 per annum, but in monthly installments of \$2,000 or less. The elasticity in the distribution of expenditures which characterized the period from May to November 30 now gives way to a rigid monthly rate. This system is just and satisfactory in departments where necessary expenditures do not vary with the different seasons of the year. In the Department of University Extension, however, the period of greatest expansion and activity falls in the months of the late autumn, winter and early spring, while the period of minor activities occurs during the late spring and the summer months. In other words, during the very months when the department should be allowed the most elasticity in distribution of expenditures it is held to an inflexible monthly rate. Furthermore, any portion of the appropriation that was saved during the slack season has to be turned back on November 30 to the State treasury and is lost to the work for which it was intended, whereas it could be used to very good purpose in the winter rush season when classes are being formed and taught, and the expenses of teaching, materials and traveling are very heavy.

Since the action of the Board in establishing a waiting list, the department has had sufficient experience to discuss the advantages and disadvantages of the experiment, especially the advantages. A waiting list is useful in that it gives prospective students time to consider whether or not they really want to do extension work. The student who persists in taking up a course after staying a month or two on the waiting list is likely to "stick" after he has begun work. A waiting list also

gives the department time to investigate the capacity of prospective students for the courses they have chosen.

On the other hand, a waiting list probably tends to create discouragement even among the most desirable of candidates. In the case of a man or a woman who needs the course for a specific purpose, at a specific time, the waiting list will cause genuine hardship. Several students enrolled earlier in the year on the understanding that they would complete courses within a certain period.

DISCUSSION OF RESULTS.

Most of the students of the department are mature men and women. The great majority fall between the ages of twenty-five and forty. They are usually ambitious persons who, because of economic pressure in their youth, or because of lack of educational facilities, missed the training which they now realize to be desirable and necessary.

They are uniformly anxious to make good. Because of their maturity and experience they have opinions of value, and a system has been devised whereby the department is able to gauge the reaction of the students upon the courses they have completed. The data thus far secured are naturally scanty and cover comparatively few cases, but the comments of students upon their courses have been uniformly favorable and appreciative. When their extension course has helped them to pass examinations they are especially warm in their commendation.

It is too early in the history of the department to draw any conclusions of value as to the number who complete courses. During the vacation season there was a pronounced drop in all kinds of university extension work. In the early part of October a letter was sent to delinquent students reminding them that their work was incomplete and the time was opportune to resume. There was an immediate response and a large number again took up their work. The follow-up system in use has not revealed thus far any large number who are willing to say definitely that they intend to drop work. Ordinarily our delinquent students desire to continue, but they "have been busy," "have had illness," "have been away."

Though the number of those who have actually dropped out themselves or who have been dropped officially by the department is small, it is sure in time to become considerable unless the experience of the Department of University Extension differs from that of other institutions.

Co-operation with Local Systems.

University extension not only supplies the advantages of education directly to large numbers of adults, but stimulates other educational agencies. The State department does not enter a community solely for the sake of having a class there. Its aim is to determine and supply the needs of that community. Where its work is being adequately done by local authorities it declines to duplicate. It is the practice of the department always to co-operate with local school authorities. It consults and usually acts upon their advice. The investigations which the State Department of University Extension and local authorities perform in common, and the discussions which result therefrom, are illuminating to both parties.

University Extension Conferences.

During the year three conferences were held under the auspices of the University Extension Department. The first took place at the Old South Meeting House, Boston, February 5, 1916; subject, "Education of Adult Immigrants." The speakers were the director of the Department of University Extension and Philip Davis, head worker of the Civic Service House, Boston.

The second conference was held in Lowell, April 27, 1916; subject, "Teaching of English to Immigrants." The director of the Department of University Extension and John J. Mahoney, principal of the Lowell Normal School, were speakers.

On May 18, 1916, a conference was held at the Boston City Club; subject, "Education of Adult Immigrants." At this conference the director of the department and Philip Davis, mentioned above, were speakers.

Co-operation with Colleges.

In a former paragraph brief mention was made of university extension work among the colleges of the Connecticut Valley, and the co-operation of the department therewith.

The courses are given in classes of twenty or more, and are taught by the regular instructors of colleges co-operating in the movement. The charges per student are \$5 plus the prorated cost of place of meeting and the traveling expenses of the instructors.

The colleges concerned undertook the expense of printing bulletins and of postage, while the department supplied a representative to do the administrative work connected with the formation of classes. Classes are in process of formation until January 1, but, though the work during the current year will be largely that of seed sowing, at the present writing one class at Greenfield has been formed. There are interested groups in other communities which before this report reaches the public are likely to have developed into classes.

The friendly spirit on the part of the colleges of Massachusetts toward the State Department of University Extension is evidenced in many ways; for instance, the "Boston group" of colleges have made the director of the Department of University Extension a member of their Commission on Extension Courses, with the object of facilitating co-operation and avoiding duplication. Furthermore, the overseers of Harvard College have appointed the Commissioner of Education and the director members of their visiting committee on university extension.

Certificates for Students.

Students who complete courses offered by the department receive certificates stating the name of the course and the number of lessons completed. The certificate is signed by the instructor in the course, by the agent in charge of the bureau of instruction in which the course is given, and by the director of the department. As a certificate is issued for single courses it is not desirable to use an elaborate form in the nature of a diploma, though at some future time it may be desirable to issue a diploma on the completion of a group of related courses.

Usually in subjects of high school grade an examination under competent supervision is given at the end of a course. If the student lives near Boston the final examination in correspondence courses may be given at the State House. When he lives at a distance from Boston the examination is under the supervision of a superintendent of schools or principal of a high school. Final examinations for classes are usually given where the class meets, and by the instructor in charge of the course.

Arrangements have not yet been made whereby students completing courses of college grade can obtain without examination advanced standing in existing institutions of learning. In the latest bulletins issued by the department to describe the courses of study, the following statement is made in connection with certain of the courses: "Students who have successfully completed the work in these courses should have no difficulty in securing advanced standing in colleges, by examination or otherwise." This statement was prepared by a professor of English in one of the largest American universities. Fortunately the statement applies to courses in English, for which there has been great demand, and doubtless many who are taking them will, in due course, receive college credit.

The Board of Bar Examiners of the Commonwealth of Massachusetts has decided to accept, in the case of certain subjects offered in preparation for a course in law, the certificate of the Department of University Extension, provided it is accompanied by a supplementary statement signed by the director of the department, that the student has had a final examination under approved supervision, and has an average of 80 per cent. or more in the subject.

PLANS FOR FUTURE DEVELOPMENT.

As the work of the department has become known to the people of the State there has been a corresponding increase in the demand for what it offers. The Legislature at its last session provided for all the students who seemed likely to apply during the current year, yet before October 20, enrollments passed the outside number for which financial provision had been made. It would have been easy to enroll fully 2,500

more students before January 1, 1917. Applications were coming in at the rate of more than 30 each day in correspondence courses alone.

Extension Colleges in University Districts.

The State has already been divided into twenty-eight university extension districts. Each district contains at least one city or one large town to use as a center for university extension activities. Here classes are held when there are not enough students to form classes in local communities. In time, as the department increases, field agents and local supervisory officers should have their headquarters in these centers. In this way each district of the State will have definitely organized work of college grade in progress within its borders.

Heads of Fields of Study.

The selection of heads of the different divisions in extension work may in a measure replace the employment of temporary and part-time instructors. This arrangement has been made necessary by conditions. Eventually it may be wise for every department of instruction to have a head who is expert in matters which fall within that field.

The fields of study which should be under the direction of experts are the following: —

1. English.
2. History, government, economics.
3. Education.
4. Mathematics.
5. Mechanical engineering and mechanical drawing.
6. Art.
7. Commercial, industrial and civil service subjects.
8. Electrical engineering.
9. Structural engineering.
10. Domestic science and arts.
11. Foreign languages.

Steps have already been taken to fill the need of an expert in charge of the English work, in which enrollments are most numerous. The same should, in the opinion of the director,

be done for the other fields of study as soon as the students therein become sufficiently numerous to warrant the necessary expenditure. Meanwhile, the students enrolled therein will continue to be cared for by part-time instructors. Putting men in charge of certain fields of study, as indicated above, will not mean that the students in that field will be excluded from the influence of experts in commerce and industry, but it will mean that the subject-matter of the courses of a particular field will be selected and controlled by a person who knows the whole field and the portions thereof which are suited to the needs of university extension students.

Improvement of Extension Instruction for Immigrants.

The need of special instruction for immigrants is urgent in this country, particularly instruction in civics and in English. To meet this need the Department of University Extension is giving two courses for new Americans, one in English and the other in civics. But any course for immigrants must undergo constant and frequent revision until school men have worked out a satisfactory method of procedure in this type of education. As yet there has been no standardization of methods as applied to instruction of foreigners; there is no tangible literature on the subject. Still, there has been some very telling instruction given in scattered instances by men and women who have had the insight and genius to work out successful methods of their own. The sound and practical elements in this instruction are being organized and disseminated among teachers, and the department is doing its share of this work. Out of meetings held last spring in Lowell in the interest of immigrant education grew the present extension course in the methods of teaching English to immigrants. This course is given at the Lowell Normal School, but the material of the course and the instructor are provided by the department. The course consists of weekly conferences, and is designed primarily for teachers of some experience in instructing foreigners, though certificates will be granted to others who have special educational qualifications.

At present, 215 have enrolled in the course. The distribution of the students geographically is as follows:—

Lowell,	157
Lawrence,	21
Cambridge,	8
Nashua,	6
Woburn,	6
Chelmsford,	5
Billerica,	3
Dracut,	2
Arlington,	1
Bedford,	1
Boston,	1
Haverhill,	1
Melrose,	1
Tyngsborough,	1
Wamesit,	1

The course in methods of teaching English to immigrants is designed to give teachers a broad and generous view of the foreigner and his perplexities; also to put at the disposal of teachers a collection of workable ideas and methods for the more effective teaching of non-English speaking un-Americanized immigrants. The practical character and timeliness of the course and the interest that it has evoked will make it available later for similar enterprises in other parts of the State where immigrant education is of pressing public concern.

The other courses for immigrants, given by the department in civics and in English, will be frequently revised and improved as the outlines of a problem which at present is shadowy become more defined and tangible. Both courses are undergoing revision at the present time. The course in civics in its improved form will be a direct preparation for citizenship as conceived by judges who examine candidates for naturalization. The immigrant is a practical person who enjoys the use of public libraries, gymnasiums, playgrounds, recreation piers and social centers, but who does not care to study these institutions in extension courses unless that study has its counterpart in the questions of the judge who holds in his hand the key to citizenship. In the revised course in English there will be very little formal grammar. Grammatical constructions will be taught incidentally. The vocabulary and

the sentences used as illustrations in grammatical work will be such as the immigrant will employ constantly in his daily life. The reading matter will be of practical character, also, and will be designed to give the learner an insight into American practices and ideas.

SUMMARY AND CONCLUSION.

The department has been in operation less than one year. In that time it has enrolled more than 3,450 students. A very small proportion have expressed any desire to discontinue their work. For the instruction of the students the department has provided nearly 100 different courses designed to be useful to persons who are unable to work at the regular institutions of learning. The department has enlisted the services of an able and devoted staff of instructors who have confidence in the value of the work they are doing. That the department is satisfying a need is shown in the testimonials of students who have completed courses. The administrative staff is on the alert to satisfy future needs as they develop.

PART IV.

STATISTICAL MATERIAL.

SECTION A. — STATISTICS RELATING TO THE WORK OF THE BOARD.

DIVISION 1. — GENERAL EDUCATION.

The following lists and tables are included in this division:—

- I. Summary of Statistics of the Public Schools — Day, Evening and Vacation — for the School Year 1915-16.
- II. Statistics of State Normal Schools — Number of Teachers and Students.
- III. List of Towns and Cities with their Superintendents of Schools.
- IV. List of Superintendents of Schools with Towns and Cities in their Superintendencies.
- V. Statistics of Superintendency Unions.
- VI. Data regarding Certification of Superintendents of Schools.
- VII. Data regarding High School Principalships.
- VIII. Data regarding High School Libraries.
- IX. List of High Schools approved by the Board for the Privilege of Certification to State Normal Schools.
- X. Data regarding State Reimbursement for High School Tuition and Transportation.
- XI. Data regarding County Training Schools.
- XII. Statistics of Schools in State Institutions.
- XIII. Data regarding Massachusetts School Fund.
- XIV. Teachers' Registration Bureau.
- XV. Financial Statement of Board of Education.

I. SUMMARY OF STATISTICS OF THE PUBLIC SCHOOLS — DAY, EVENING AND VACATION — FOR THE SCHOOL YEAR 1915-16.

Pages i. to cxiii. of this report contain data for each town and city and totals for the State.

Pages cxiv. and cxv. contain a table giving a comparison of certain State totals for 1915-16 with the corresponding data for 1905-06, and showing the percentage of increase and decrease for a period of ten years.

Statistics for State-aided vocational education are not included in the school returns, and consequently are not included in this summary.

A. — Data for the School Year ending June 30, 1916.

I. SCHOOL CENSUS DATA, SEPT. 1, 1915.

1. Persons between the ages of five and seven years,	124,978
2. Persons between the ages of seven and fourteen years,	446,852
3. Persons between the ages of fourteen and sixteen years,	104,643
4. Illiterate minors over sixteen years of age,	14,840

II. NUMBER OF DAYS THE PUBLIC DAY SCHOOLS HAVE BEEN IN SESSION.

1. Average number of days the public day schools have been in session,	182 ¹
2. Median number of days the high schools have been in session,	185

III. PUBLIC DAY SCHOOL ENROLLMENT AND ATTENDANCE DATA.

1. Total enrollment of pupils of all ages,	604,023
Increase,	12,441
2. Average membership of pupils,	549,126
Increase,	8,038
3. Aggregate days of attendance of pupils,	92,403,968
4. Average daily attendance,	508,668
Increase,	1,758

IV. PUBLIC DAY SCHOOL TEACHERS.

1. Number of teaching positions in public day schools — kindergarten, elementary and high — Jan. 1, 1916: —	
(a) Principals,	727
(b) Supervisors,	789
(c) Teachers,	17,487
(d) Total,	19,003

¹ Obtained by dividing the aggregate days of attendance by the total average attendance.

V. PUBLIC DAY HIGH SCHOOLS.

1. Number of public high schools,	256 ¹
Decrease,	1
2. Number of principals and teachers,	3,518
3. Pupils enrolled,	88,240
Increase,	6,387
4. Aggregate days of attendance,	14,279,463
5. Median number of days the high schools have been in session,	185
6. Average membership of pupils,	81,623
7. Expenditure for support, exclusive of general control: —	
(a) Amount,	\$5,491,331 00
(b) Cost per pupil in average membership,	\$67 27
8. Expenditure for salaries and expenses of principals and supervisors, and for salaries of teachers: —	
(a) Amount,	\$4,132,881 00
(b) Cost per pupil in average membership,	\$50 63
9. Expenditure for textbooks: —	
(a) Amount,	\$179,540 00
(b) Cost per pupil in average membership,	\$2 20

VI. PUBLIC DAY ELEMENTARY SCHOOLS.

1. Number of principals and teachers,	14,653
2. Average membership of pupils,	467,496
3. Expenditure for support, exclusive of general control: —	
(a) Amount,	\$16,184,113 00
(b) Cost per pupil in average membership,	\$34 62
4. Expenditure for salaries and expenses of principals and supervisors, and for salaries of teachers: —	
(a) Amount,	\$11,517,408 00
(b) Cost per pupil in average membership,	\$24 64
5. Expenditure for textbooks: —	
(a) Amount,	\$323,001 00
(b) Cost per pupil in average membership,	\$0 69

¹ High schools not "under the order and superintendence of the town authorities" are not now counted as public high schools.

VII. COST OF ALL THE PUBLIC SCHOOLS — DAY, EVENING AND VACATION — FOR THE SCHOOL YEAR ENDING JUNE 30, 1916.

Support.

1. Total expenditure for support,	\$23,365,979 80
Increase,	\$1,093,793 70
This expenditure is distributed among the following classes indicated in the statutory definition of sup- port:—	
(a) School committee and business offices,	\$378,862 00
Decrease,	\$14,832 18
(b) Superintendents' salaries and office expenses,	642,461 35
Increase,	\$26,624 95
(c) Principals' salaries and expenses,	1,497,516 43
Increase,	\$33,364 61
(d) Supervisors' salaries and expenses,	492,537 42
Increase,	\$22,611 36
(e) Teachers' salaries,	13,992,771 13
Increase,	\$667,637 08
(f) Textbooks,	511,344 70
Increase,	\$20,186 02
(g) Stationery, supplies and other ex- penses of instruction,	758,438 00
Increase,	\$83,636 87
(h) Janitor service,	1,572,009 86
Increase,	\$49,493 54
(i) Fuel,	991,903 07
Decrease,	\$17,557 68
(j) Miscellaneous expenses of opera- tion,	307,513 92
Increase,	\$9,134 49
(k) Repairs, replacement and upkeep,	1,087,516 90
Increase,	\$108,546 25
(l) Libraries,	5,065 61
Increase,	\$2,663 41
(m) Promotion of health,	151,595 59
Increase,	\$19,540 69
(n) Transportation,	493,605 10
Increase,	\$26,309 00
(o) Miscellaneous,	482,838 72
Increase,	\$56,435 29

Outlay.

2. Total expenditure for outlay,	\$3,976,151 97
Decrease,	\$557,958 47
(a) New grounds, buildings and alterations,	\$3,685,769 88
(b) New equipment,	290,382 09

Support and Outlay.

3. Total expenditure from all sources for support and outlay,	\$27,342,131 77
Increase,	\$535,835 23

Cost per Child for the School Year 1915-16.

4. Cost for support for each pupil in the average membership,	\$42 55
Increase,	\$1 39
5. Cost for support and outlay for each pupil in the average membership,	\$49 79
Increase,	\$0 25

B. — Data for the Last Preceding Town or City Fiscal Year, which in All Towns and Nearly All Cities ended Dec. 31, 1915.

I. COST OF SUPPORT OF ALL PUBLIC SCHOOLS — DAY, EVENING AND VACATION.

1. Total expenditure for support,	\$22,884,843 02
Increase,	\$1,020,371 34
(a) Amount raised by local taxation and expended for support,	\$22,135,506 18
Increase,	\$960,983 39
(b) Amount derived from sources other than local taxation or its equivalent and expended for support,	\$749,336 84
Increase,	\$59,387 95

*Cost per Child for the Last Preceding Town or City Fiscal Year ending in
Most Cases Dec. 31, 1915.*

2. Local taxation cost for support for each child in the average membership, ¹	\$40 31
Increase,	\$1 18
3. Total cost for support for each child in the average membership, ¹	\$41 68
Increase,	\$1 27
4. Percentage of the total valuation as of April 1, 1915, raised by taxation and expended for support of pub- lic schools, . . . . .	.004 $\frac{64}{100}$ or \$4.64 per \$1,000
Decrease, . . . . .	.000 $\frac{11}{100}$ or \$0.11 per \$1,000

¹ The average membership, however, is for the school year ending June 30, 1916.

II. STATISTICS OF STATE NORMAL SCHOOLS.

Teachers and students in normal schools and in model and practice schools for the school year ending June, 1916.

NAME OF SCHOOL.	NORMAL SCHOOLS.						MODEL AND PRACTICE SCHOOLS.				
	TEACHERS.		STUDENTS.				GRADUATES.		TEACHERS.		PUPILS.
			New ad- missions in Septem- ber, 1915.	TOTAL ENROLLMENT DURING THE YEAR.			June, 1916.	Since estab- lish- ment of school.	Men.	Women.	
				Men.	Women.	Totals.					
Bridgewater,	7	13	197	31	396	427	197	4,942	1	13	452
Fitchburg,	9	9	187	85	316	401	141	1,139	1	11	610
Framingham,	7	28	177	-	367	367	94	3,553	-	11	308
Hyannis,	2	4	36	8	58 ¹	66 ¹	29 ²	438	1	6	275
Lowell,	4	7	127	2	232	234	101	1,005	2	29	1,136
North Adams,	4	7	117	- ³	160 ³	160 ³	49	854	-	20	670
Salem,	8	13	206	42	358	400	125	3,850	1	8	503
Westfield,	5	5	112	-	214	214	99	2,764	1	13	476
Worcester,	6	11	120	5	247	252	84	1,743	-	-	60
Massachusetts Normal Art (Boston),	15	7	99	76	254	330	68	1,927	-	-	-
Totals,	67	104	1,378	249	2,602	2,851	937	22,310	7	111	4,490

¹ Not including 261 students in the summer session of 1915.

² Not including 6 graduates in the summer session of 1915.

* Not including 144 students in correspondence and short courses.

III. LIST OF TOWNS AND CITIES WITH THEIR SUPERINTENDENTS, JANUARY, 1917.

TOWN OR CITY.	Superintendent of schools.	Address.
Abington, . . .	John E. DeMeyer, . . .	Abington.
Acton, . . .	Frank H. Hill, . . .	Littleton.
Acushnet, . . .	Charles F. Prior, . . .	Fairhaven.
Adams, . . .	Francis A. Bagnall, . . .	Adams.
Agawam, . . .	Walter E. Gushee, . . .	Ludlow.
Alford, . . .	Theodore W. King, . . .	West Stockbridge.
Amesbury, . . .	Burr F. Jones, . . .	Amesbury.
Amherst, . . .	Carroll R. Reed, . . .	Amherst.
Andover, . . .	Henry C. Sanborn, . . .	Andover.
Arlington, . . .	George C. Minard, . . .	Arlington.
Ashburnham, . . .	Albert J. Chidester, . . .	Winchendon.
Ashby, . . .	Herman C. Knight, . . .	Townsend.
Ashfield, . . .	Robert W. Martin, . . .	Ashfield.
Ashland, . . .	Walter K. Putney, . . .	Ashland.
Athol, . . .	W. Scott Ward, . . .	Athol.
Attleboro, . . .	Lewis A. Fales, . . .	Attleboro.
Auburn, . . .	Osmon C. Evans, . . .	115 Lincoln Street, Worcester.
Avon, . . .	Samuel F. Blodgett, . . .	Randolph.
Ayer, . . .	Frank C. Johnson, . . .	Ayer.
Barnstable, . . .	George H. Galger, . . .	Hyannis.
Barre, . . .	Albert S. Cole, . . .	Barre.
Becket, . . .	William H. Sanderson, . . .	Chester.
Bedford, . . .	Arthur B. Webber, . . .	Stoneham.
Belchertown, . . .	Alvan R. Lewis, . . .	Belchertown.
Bellingham, . . .	Francello G. Atwell, . . .	Hopedale.
Belmont, . . .	George P. Armstrong, . . .	Belmont.
Berkley, . . .	Mortimer H. Bowman, . . .	Dighton.
Berlin, . . .	Frederick B. Van Ornum, . . .	Northborough.
Bernardston, . . .	Clinton J. Richards, . . .	Hatfield.
Beverly, . . .	S. Howard Chace, . . .	Beverly.
Billerica, . . .	Eugene C. Vining, . . .	Billerica.
Blackstone, . . .	Harry E. Gardner, . . .	Blackstone.
Blandford, . . .	Leon O. Merrill, . . .	Huntington.
Bolton, . . .	Austin R. Paull, . . .	Pepperell.
Boston, . . .	Franklin B. Dyer, . . .	Boston.
	Assistants: — . . .	
	Augustine L. Rafter, . . .	Boston.
	Jeremiah E. Burke, . . .	Boston.
	Mary C. Mellyn, . . .	Boston.
	Mrs. Ellor C. Ripley, . . .	Boston.
	Frank V. Thompson, . . .	Boston.
Bourne, . . .	Herbert L. Whitman, . . .	Buzzards Bay.
Boxborough, . . .	William H. Millington, . . .	Maynard.
Boxford, . . .	James A. MacDougall, . . .	North Wilmington.
Boylston, . . .	Frank C. Johnson, . . .	Ayer.
Braintree, . . .	Ralph L. Wiggin, . . .	South Braintree.
Brewster, . . .	L. Thomas Hopkins, . . .	Yarmouth Port.

III. *List of Towns and Cities with their Superintendents, January, 1917 —*
Continued.

TOWN OR CITY.	Superintendent of schools.	Address.
Bridgewater, . . .	John E. DeMeyer, . . .	Abington.
Brimfield, . . .	Frederic A. Wheeler, . . .	Monson.
Brockton, . . .	John F. Scully, . . .	Brockton.
Brookfield, . . .	Fred C. Tenney, . . .	North Brookfield.
Brookline, . . .	George I. Aldrich, . . .	Brookline.
Buckland, . . .	Arthur W. Smith, . . .	Shelburne Falls.
Burlington, . . .	George P. Armstrong, . . .	Belmont.
Cambridge, . . .	Michael E. Fitzgerald, . . .	Cambridge.
Canton, . . .	John C. Davis, . . .	Canton.
Carlisle, . . .	Frank H. Hill, . . .	Littleton.
Carver, . . .	Chester W. Humphrey, . . .	Rochester.
Charlemont, . . .	Frank P. Davison, . . .	Charlemont.
Charlton, . . .	George B. Clarke, . . .	Leicester.
Chatham, . . .	Loring G. Williams, . . .	Harwich.
Chelmsford, . . .	Alberto W. Small, . . .	Chelmsford.
Chelsea, . . .	Frank E. Parlin, . . .	Chelsea.
Cheshire, . . .	Everett G. Loring, . . .	Lanesborough.
Chester, . . .	William H. Sanderson, . . .	Chester.
Chesterfield, . . .	Elbridge W. Goodhue, . . .	Haydenville.
Chicopee, . . .	John C. Gray, . . .	Chicopee.
Chilmark, . . .	Charles A. Crowell, Jr., . . .	Vineyard Haven.
Clarksburg, . . .	Arthur C. Harrington, . . .	North Adams, Box 83.
Clinton, . . .	Thomas F. Gibbons, . . .	Clinton.
Cohasset, . . .	Stanley C. Lary, . . .	Cohasset.
Colrain, . . .	Arthur W. Smith, . . .	Shelburne Falls.
Concord, . . .	Wells A. Hall, . . .	Concord.
Conway, . . .	Harold C. Bales, . . .	South Deerfield.
Cummington, . . .	Robert W. Martin, . . .	Ashfield.
Dalton, . . .	Herbert L. Allen, . . .	Dalton.
Dana, . . .	Charles C. Richardson, . . .	North Dana.
Danvers, . . .	Frederick B. Knight, . . .	Danvers.
Dartmouth, . . .	Leon E. Prior, . . .	South Dartmouth.
Dedham, . . .	Roderick W. Hine, . . .	Dedham.
Deerfield, . . .	Harold C. Bales, . . .	South Deerfield.
Dennis, . . .	L. Thomas Hopkins, . . .	Yarmouth Port.
Dighton, . . .	Mortimer H. Bowman, . . .	Dighton.
Douglas, . . .	Clarence L. Judkins, . . .	Uxbridge.
Dover, . . .	Frank H. Benedict, . . .	Cochituate.
Dracut, . . .	Charles L. Randall, . . .	97 Eighteenth Street, Lowell.
Dudley, . . .	Ernest W. Robinson, . . .	Webster.
Dunstable, . . .	Austin R. Paull, . . .	Pepperell.
Duxbury, . . .	W. E. Chaffin, . . .	Scituate.
East Bridgewater, . . .	Edgar H. Grout, . . .	East Bridgewater.
Eastham, . . .	Loring G. Williams, . . .	Harwich.
Easthampton, . . .	William D. Miller, . . .	Easthampton.
East Longmeadow, . . .	Leanora E. Taft, . . .	40 High Street, Spring- field.
Easton, . . .	Harrie J. Phipps, . . .	North Easton.

III. *List of Towns and Cities with their Superintendents, January, 1917 —*
Continued.

TOWN OR CITY.	Superintendent of schools.	Address.
Edgartown, . . .	Charles A. Crowell, Jr., . .	Vineyard Haven.
Egremont, . . .	Theodore W. King, . .	West Stockbridge.
Enfield, . . .	Alvan R. Lewis, . .	Belchertown.
Erving, . . .	Mrs. Cora A. Stearns, . .	Wendell Depot.
Essex, . . .	Harvey R. Williams, . .	Wenham.
Everett, . . .	Fairfield Whitney, . .	Everett.
	Assistant: —	
	Abbie A. Smith, . .	Everett.
Fairhaven, . . .	Charles F. Prior, . .	Fairhaven.
Fall River, . . .	Hector L. Belisle, . .	Fall River.
	Assistant: —	
	Mary A. S. Mugan, . .	Fall River.
Falmouth, . . .	Carl Holman, . .	Falmouth.
Fitchburg, . . .	James Chalmers, . .	Fitchburg.
Florida, . . .	Arthur C. Harrington, . .	North Adams, Box 83.
Foxborough, . . .	Ira A. Jenkins, . .	Foxborough.
Framingham, . . .	Ernest W. Fellows, . .	Framingham.
Franklin, . . .	Leslie O. Cummings, . .	Franklin.
Freetown, . . .	William L. Coggins, . .	25 James Street, New Bedford.
Gardner, . . .	Fordyce T. Reynolds, . .	Gardner.
Gay Head, . . .	Charles A. Crowell, Jr., . .	Vineyard Haven.
Georgetown, . . .	Josiah S. McCann, . .	Groveland.
Gill, . . .	Elmer F. Howard, . .	East Northfield.
Gloucester, . . .	John D. Brooks, . .	Gloucester.
Goshen, . . .	Robert W. Martin, . .	Ashfield.
Gosnold, . . .	William L. Coggins, . .	25 James Street, New Bedford.
Grafton, . . .	Chester D. Stiles, . .	Grafton.
Granby, . . .	Frederick E. Whittemore, . .	South Hadley Falls.
Granville, . . .	David J. Malcolm, . .	Granville.
Great Barrington, . . .	Russell H. Bellows, . .	Great Barrington.
Greenfield, . . .	Winthrop P. Abbott, . .	Greenfield.
Greenwich, . . .	Charles C. Richardson, . .	North Dana.
Groton, . . .	C. S. Lyman, . .	Hudson.
Groveland, . . .	Josiah S. McCann, . .	Groveland.
Hadley, . . .	Clinton J. Richards, . .	Hatfield.
Halifax, . . .	George A. Coe, . .	Kingston.
Hamilton, . . .	Edward P. Fitts, . .	Mansfield.
Hampden, . . .	Leanora E. Taft, . .	40 High Street, Springfield.
Hancock, . . .	Everett G. Loring, . .	Lanesborough.
Hanover, . . .	James S. Hayes, . .	Rockland.
Hanson, . . .	James S. Hayes, . .	Rockland.
Hardwick, . . .	Albert S. Cole, . .	Barre.
Harvard, . . .	Austin R. Paull, . .	Pepperell.
Harwich, . . .	Loring G. Williams, . .	Harwich.
Hatfield, . . .	Clinton J. Richards, . .	Hatfield.

III. *List of Towns and Cities with their Superintendents, January, 1917 —*
Continued.

TOWN OR CITY.	Superintendent of schools.	Address.
Haverhill, . . .	Clarence H. Dempsey, . . .	Haverhill.
Hawley, . . .	Frank P. Davison, . . .	Charlemont.
Heath, . . .	Frank P. Davison, . . .	Charlemont.
Hingham, . . .	Orvis K. Collins, . . .	Hingham.
Hinsdale, . . .	James R. Childs, . . .	Hinsdale.
Holbrook, . . .	Samuel F. Blodgett, . . .	Randolph.
Holden, . . .	Robert I. Bramhall, . . .	Holden.
Holland, . . .	John Bacon, . . .	Warren.
Holliston, . . .	Carroll H. Drown, . . .	West Medway.
Holyoke, . . .	Francis McSherry, . . .	Holyoke.
Hopedale, . . .	Francello G. Atwell, . . .	Hopedale.
Hopkinton, . . .	Walter K. Putney, . . .	Ashland.
Hubbardston, . . .	Asa M. Jones, . . .	Baldwinsville.
Hudson, . . .	C. S. Lyman, . . .	Hudson.
Hull, . . .	Clarence V. Nickerson, . . .	Hull.
Huntington, . . .	Leon O. Merrill, . . .	Huntington.
Ipswich, . . .	Joseph I. Horton, . . .	Ipswich.
Kingston, . . .	George A. Coe, . . .	Kingston.
Lakeville, . . .	Chester W. Humphrey, . . .	Rochester.
Lancaster, . . .	Arthur S. Rollins, . . .	Lancaster.
Lanesborough, . . .	Everett G. Loring, . . .	Lanesborough.
Lawrence, . . .	Bernard M. Sheridan, . . .	Lawrence.
	Assistant: —	
	Leila M. Lamprey, . . .	Lawrence.
Lee, . . .	Jerome P. Fogwell, . . .	Lee.
Leicester, . . .	George B. Clarke, . . .	Leicester.
Lenox, . . .	Charles A. Tucker, . . .	Lenox.
Leominster, . . .	William H. Perry, . . .	Leominster.
Leverett, . . .	Mrs. Cora A. Stearns, . . .	Wendell Depot.
Lexington, . . .	Athur H. Carver, . . .	Lexington.
Leyden, . . .	Elmer F. Howard, . . .	East Northfield.
Lincoln, . . .	C. S. Lyman, . . .	Hudson.
Littleton, . . .	Frank H. Hill, . . .	Littleton.
Longmeadow, . . .	Leanora E. Taft, . . .	40 High Street, Springfield.
Lowell, . . .	Hugh J. Molloy, . . .	Lowell.
Ludlow, . . .	Walter E. Gushee, . . .	Ludlow.
Lunenburg, . . .	Herman C. Knight, . . .	Townsend.
Lynn, . . .	Charles S. Jackson, . . .	Lynn.
Lynnfield, . . .	Harvey R. Williams, . . .	Wenham.
Malden, . . .	Farnsworth G. Marshall, . . .	Malden.
Manchester, . . .	John C. Mackin, . . .	Manchester.
Mansfield, . . .	Edward P. Fitts, . . .	Mansfield.
Marblehead, . . .	Burr J. Merriam, . . .	Marblehead.
Marion, . . .	Herman N. Knox, . . .	Wareham.
Marlborough, . . .	Ernest P. Carr, . . .	Marlborough.
Marshfield, . . .	W. E. Chaffin, . . .	Scituate.
Mashpee, . . .	Herbert L. Whitman, . . .	Buzzards Bay.

III. *List of Towns and Cities with their Superintendents, January, 1917 —*
Continued.

TOWN OR CITY.	Superintendent of schools.	Address.
Mattapoisett, . . .	Charles F. Prior, . . .	Fairhaven.
Maynard, . . .	William H. Millington, . . .	Maynard.
Medfield, . . .	Melvin J. West, ¹ . . .	Millis.
Medford, . . .	Fred H. Nickerson, . . .	Medford.
Medway, . . .	Carroll H. Drown, . . .	West Medway.
Melrose, . . .	John C. Anthony, . . .	Melrose.
Mendon, . . .	Francello G. Atwell, . . .	Hopedale.
Merrimac, . . .	Henry H. Pratt, . . .	119 State Street, New- buryport.
Methuen, . . .	Edwin L. Haynes, . . .	Methuen.
Middleborough, . . .	Charles H. Bates, . . .	Middleborough.
Middlefield, . . .	William H. Sanderson, . . .	Chester.
Middleton, . . .	James A. MacDougall, . . .	North Wilmington.
Milford, . . .	Almorin O. Caswell, . . .	Milford.
Millbury, . . .	Chauncey C. Ferguson, . . .	Millbury.
Millville, . . .	Harry E. Gardner, . . .	Blackstone.
Millis, . . .	Melvin J. West, ¹ . . .	Millis.
Milton, . . .	Frank M. Marsh, . . .	Milton.
Monroe, . . .	Arthur C. Harrington, . . .	North Adams, Box 83.
Monson, . . .	Frederic A. Wheeler, . . .	Monson.
Montague, . . .	Francis S. Brick, . . .	Turners Falls.
Monterey, . . .	Jerome P. Fogwell, . . .	Lee.
Montgomery, . . .	Leon O. Merrill, . . .	Huntington.
Mount Washington, . . .	Alfred O. Tower, . . .	Sheffield.
Nahant, . . .	Robert Cushman, Jr., . . .	Nahant.
Nantucket, . . .	Edwin S. Tirrell, . . .	Nantucket.
Natick, . . .	Edgar L. Willard, . . .	Natick.
Needham, . . .	Nelson G. Howard, . . .	Needham.
New Ashford, . . .	Everett G. Loring, . . .	Lanesborough.
New Bedford, . . .	Allen P. Keith, . . .	New Bedford.
	Assistant: —	
	Josephine B. Stuart, . . .	New Bedford.
New Braintree, . . .	Frederick E. Bragdon, . . .	West Brookfield.
Newbury, . . .	Henry H. Pratt, . . .	119 State Street, New- buryport.
Newburyport, . . .	William C. Moore, . . .	Newburyport.
New Marlborough, . . .	Alfred O. Tower, . . .	Sheffield.
New Salem, . . .	Charles C. Richardson, . . .	North Dana.
Newton, . . .	Ulysses G. Wheeler, . . .	Newtonville.
	Assistant: —	
	Mabel C. Bragg, . . .	Newtonville.
Norfolk, . . .	Melvin J. West, ¹ . . .	Millis.
North Adams, . . .	I. Freeman Hall, . . .	North Adams.
Northampton, . . .	F. K. Congdon, . . .	Northampton.
North Andover, . . .	Dana P. Dame, . . .	North Andover.
North Attleborough, . . .	Robert J. Fuller, . . .	North Attleborough.
Northborough, . . .	Frederick B. Van Ornum, . . .	Northborough.
Northbridge, . . .	Samuel A. Melcher, . . .	Whitinsville.

¹ Leave of absence of one year. Albert S. Ames, substitute superintendent.

III. *List of Towns and Cities with their Superintendents, January, 1917 —*
Continued.

TOWN OR CITY.	Superintendent of schools.	Address.
Northfield,	Elmer F. Howard,	East Northfield.
North Brookfield,	Fred C. Tenney,	North Brookfield.
North Reading,	Charles L. Randall,	97 Eighteenth Street, Lowell.
Norton,	Ira A. Jenkins,	Foxborough.
Norwell,	James S. Hayes,	Rockland.
Norwood,	Austin H. Fittz,	Norwood.
Oak Bluffs,	Charles A. Crowell, Jr.,	Vineyard Haven.
Oakham,	Robert I. Bramhall,	Holden.
Orange,	J. Francis Allison,	Orange.
Orleans,	Loring G. Williams,	Harwich.
Otis,	Jerome P. Fogwell,	Lee.
Oxford,	Chauncey C. Ferguson,	Millbury.
Palmer,	Clifton H. Hobson,	Palmer.
Paxton,	Robert I. Bramhall,	Holden.
Peabody,	Albert Robinson,	Peabody.
Pelham,	Carroll R. Reed,	Amherst.
Pembroke,	George A. Coe,	Kingston.
Pepperell,	Austin R. Paull,	Pepperell.
Peru,	James R. Childs,	Hinsdale.
Petersham,	Albert S. Cole,	Barre.
Phillipston,	Asa M. Jones,	Baldwinsville.
Pittsfield,	Clair G. Persons,	Pittsfield.
Plainfield,	Robert W. Martin,	Ashfield.
Plainville,	Ira A. Jenkins,	Foxborough.
Plymouth,	Charles A. Harris,	Plymouth.
Plympton,	George A. Coe,	Kingston.
Prescott,	Charles C. Richardson,	North Dana.
Princeton,	Harry C. Waldron,	16 Vine Street, Leominster.
Provincetown,	Charles M. Pennell,	Provincetown.
Quincy,	Albert L. Barbour,	Quincy.
Randolph,	Samuel F. Blodgett,	Randolph.
Raynham,	Chester W. Humphrey,	Rochester.
Reading,	Adelbert L. Safford,	Reading.
Rehoboth,	Mortimer H. Bowman,	Dighton.
Revere,	George M. Bemis,	Revere.
Richmond,	Theodore W. King,	West Stockbridge.
Rochester,	Chester W. Humphrey,	Rochester.
Rockland,	T. M. Haines,	Rockland.
Rockport,	William F. Eldredge,	Rockport.
Rowe,	Frank P. Davison,	Charlemont.
Rowley,	Josiah S. McCann,	Groveland.
Royalston,	Asa M. Jones,	Baldwinsville.
Russell,	Leon O. Merrill,	Huntington.
Rutland,	Robert I. Bramhall,	Holden.
Salem,	William W. Andrew,	Salem.
Salisbury,	Henry H. Pratt,	119 State Street, New- buryport.

III. *List of Towns and Cities with their Superintendents, January, 1917 —*
Continued.

TOWN OR CITY.	Superintendent of schools.	Address.
Sandisfield, . . .	David J. Malcolm, . . .	Granville.
Sandwich, . . .	Herbert L. Whitman, . . .	Buzzards Bay.
Saugus, . . .	William F. Sims, . . .	Saugus.
Savoy, . . .	Arthur C. Harrington, . . .	Box 83, North Adams.
Scituate, . . .	William E. Chaffin, . . .	Scituate.
Seekonk, . . .	Harry E. Gardner, . . .	Blackstone.
Sharon, . . .	Edward P. Fitts, . . .	Mansfield.
Sheffield, . . .	Alfred O. Tower, . . .	Sheffield.
Shelburne, . . .	Arthur W. Smith, . . .	Shelburne Falls.
Sherborn, . . .	Carroll H. Drown, . . .	West Medway.
Shirley, . . .	Frank C. Johnson, . . .	Ayer.
Shrewsbury, . . .	Frederick B. Van Ornum, . . .	Northborough.
Shutesbury, . . .	Mrs. Cora A. Stearns, . . .	Wendell Depot.
Somerset, . . .	Charles W. Walter, . . .	Pottersville.
Somerville, . . .	Charles S. Clark, . . .	Somerville.
Southampton, . . .	William D. Miller, . . .	Easthampton.
Southborough, . . .	Frederick B. Van Ornum, . . .	Northborough.
Southbridge, . . .	Fred E. Corbin, . . .	Southbridge.
South Hadley, . . .	Frederic E. Whittemore, . . .	South Hadley Falls.
Southwick, . . .	David J. Malcolm, . . .	Granville.
Spencer, . . .	Elwin I. Bartlett, . . .	Spencer.
Springfield, . . .	James H. Van Sickle, . . .	Springfield.
Sterling, . . .	Harry C. Waldron, . . .	16 Vine Street, Leominster.
Stockbridge, . . .	Samuel B. Churchill, . . .	Stockbridge.
Stoneham, . . .	Arthur B. Webber, . . .	Stoneham.
Stoughton, . . .	Robert K. Bennett, . . .	Stoughton.
Stow, . . .	William H. Millington, . . .	Maynard.
Sturbridge, . . .	Frederick E. Bragdon, . . .	West Brookfield.
Sudbury, . . .	Frank H. Benedict, . . .	Cochituate.
Sunderland, . . .	Harold C. Bales, . . .	South Deerfield.
Sutton, . . .	Osmon C. Evans, . . .	115 Lincoln Street, Worcester.
Swampscott, . . .	Willard M. Whitman, . . .	Swampscott.
Swansea, . . .	Charles W. Walter, . . .	Pottersville.
Taunton, . . .	Henry W. Harrub, . . .	Taunton.
Templeton, . . .	Asa M. Jones, . . .	Baldwinsville.
Tewksbury, . . .	Charles L. Randall, . . .	97 Eighteenth Street, Lowell.
Tisbury, . . .	Charles A. Crowell, Jr., . . .	Vineyard Haven.
Tolland, . . .	David J. Malcolm, . . .	Granville.
Topsfield, . . .	Harvey R. Williams, . . .	Wenham.
Townsend, . . .	Herman C. Knight, . . .	Townsend.
Truro, . . .	Charles M. Pennell, . . .	Provincetown.
Tyngsborough, . . .	Charles L. Randall, . . .	97 Eighteenth Street, Lowell.
Tyringham, . . .	Jerome P. Fogwell, . . .	Lee.
Upton, . . .	Chester D. Stiles, . . .	Grafton.

III. *List of Towns and Cities with their Superintendents, January, 1917 —*
Continued.

TOWN OR CITY.	Superintendent of schools.	Address.
Uxbridge, . . .	Clarence L. Judkins, . . .	Uxbridge.
Wakefield, . . .	Willard B. Atwell, . . .	Wakefield.
Wales, . . .	John Bacon, . . .	Warren.
Walpole, . . .	E. Schuyler Cobb, . . .	Walpole.
Waltham, . . .	William D. Parkinson, . . .	Waltham.
Ware, . . .	George W. Cox, . . .	Ware.
Wareham, . . .	Herman N. Knox, . . .	Wareham.
Warren, . . .	John Bacon, . . .	Warren.
Warwick, . . .	Elmer F. Howard, . . .	East Northfield.
Washington, . . .	James R. Childs, . . .	Hinsdale.
Watertown, . . .	Wilfred H. Price, . . .	Watertown.
Wayland, . . .	Frank H. Benedict, . . .	Cochituate.
Webster, . . .	Ernest W. Robinson, . . .	Webster.
Wellesley, . . .	S. Monroe Graves, . . .	Wellesley Hills.
Wellfleet, . . .	Charles M. Pennell, . . .	Provincetown.
Wendell, . . .	Mrs. Cora A. Stearns, . . .	Wendell Depot.
Wenham, . . .	Harvey R. Williams, . . .	Wenham.
Westborough, . . .	Thomas S. Grindle, . . .	Westborough.
West Boylston, . . .	Frank C. Johnson, . . .	Ayer.
West Bridgewater, . . .	Edgar H. Grout, . . .	East Bridgewater.
West Brookfield, . . .	Frederick E. Bragdon, . . .	West Brookfield.
Westfield, . . .	C. Edward Fisher, . . .	Westfield.
Westford, . . .	Frank H. Hill, . . .	Littleton.
Westhampton, . . .	William D. Miller, . . .	Easthampton.
Westminster, . . .	Harry C. Waldron, . . .	16 Vine Street, Leominster.
West Newbury, . . .	Henry H. Pratt, . . .	119 State Street, New- buryport.
West Springfield, . . .	John R. Fausey, . . .	West Springfield.
West Stockbridge, . . .	Theodore W. King, . . .	West Stockbridge.
West Tisbury, . . .	Charles A. Crowell, Jr., . . .	Vineyard Haven.
Weston, . . .	Charles M. Eaton, . . .	Weston.
Westport, . . .	William L. Coggins, . . .	25 James Street, New Bedford.
Westwood, . . .	Melvin J. West, ¹ . . .	Millis.
Weymouth, . . .	Parker T. Pearson, . . .	East Weymouth.
Whately, . . .	Harold C. Bales, . . .	South Deerfield.
Whitman, . . .	Elwood T. Wyman, . . .	Whitman.
Wilbraham, . . .	Leanora E. Taft, . . .	40 High Street, Spring- field.
Williamsburg, . . .	Elbridge W. Goodhue, ¹ . . .	Haydenville.
Williamstown, . . .	Will R. Howard, . . .	Williamstown.
Wilmington, . . .	James A. MacDougall, . . .	North Wilmington.
Winchendon, . . .	Albert J. Chidester, . . .	Winchendon.
Winchester, . . .	Schuyler F. Herron, . . .	Winchester.
Windsor, . . .	James R. Childs, . . .	Hinsdale.
Winthrop, . . .	Frank A. Douglas, . . .	Winthrop.
Woburn, . . .	George I. Clapp, . . .	Woburn.

¹ Leave of absence of one year. Albert S. Ames, substitute superintendent.

III. *List of Towns and Cities with their Superintendents, January, 1917 —*
Concluded.

TOWN OR CITY.	Superintendent of schools.	Address.
Worcester, . . .	Homer P. Lewis, . . . Assistants:— John F. Gannon, . . . Alice L. Harris, . . . Walter S. Young, . . .	Worcester. Worcester. Worcester. Worcester.
Worthington, . . .	Elbridge W. Goodhue, . . .	Haydenville.
Wrentham, . . .	Leslie O. Cummings, . . .	Franklin.
Yarmouth, . . .	L. Thomas Hopkins, . . .	Yarmouth Port.

IV. LIST OF SUPERINTENDENTS OF SCHOOLS WITH TOWNS
AND CITIES IN THEIR SUPERINTENDENCIES.

SUPERINTENDENT OF SCHOOLS.	Salary.	Address.	Superintendency.
Abbott, Winthrop P., . .	\$2,300	Greenfield, . . .	Greenfield.
Aldrich, George I., . .	4,500	Brookline, . . .	Brookline.
Allen, Herbert L., . .	1,800	Dalton, . . .	Dalton.
Allison, J. Francis, . .	1,700	Orange, . . .	Orange.
Andrew, William W., . .	3,050	Salem, . . .	Salem.
Anthony, John C., . .	3,000	Melrose, . . .	Melrose.
Armstrong, George P., . .	2,500	Belmont, . . .	Belmont, Burlington.
Atwell, Francello G., . .	2,050	Hopedale, . . .	Bellingham, Hopedale, Mendon.
Atwell, Willard B., . .	2,300	Wakefield, . . .	Wakefield.
Bacon, John, . . .	1,900	Warren, . . .	Holland, Wales, Warren.
Bagnall, Francis A., . .	2,500	Adams, . . .	Adams.
Bales, Harold C., . .	1,700	South Deerfield, . .	Conway, Deerfield, Sunderland, Whately.
Barbour, Albert L., . .	3,500	Quincy, . . .	Quincy.
Bartlett, Elwin I., ¹ . .	2,000	Spencer, . . .	Spencer.
Bates, Charles H., . .	2,400	Middleborough, . .	Middleborough.
Belisle, Hector L., . .	4,000	Fall River, . . .	Fall River.
Bellows, Russell H., . .	2,500	Great Barrington, . .	Great Barrington.
Bemis, George M., . .	2,650	Revere, . . .	Revere.
Benedict, Frank H., . .	1,700	Cochituate, . . .	Dover, Sudbury, Wayland.
Bennett, Robert K., . .	1,800	Stoughton, . . .	Stoughton.
Blodgett, Samuel F., . .	1,800	Randolph, . . .	Avon, Holbrook, Randolph.
Bowman, Mortimer H., . .	1,700	Dighton, . . .	Berkley, Dighton, Rehoboth.
Bragdon, Frederick E., . .	1,700	West Brookfield, . .	New Braintree, Sturbridge, West Brookfield.
Bragg, Mabel C., Assistant,	2,350	Newtonville, . . .	Newton.
Bramhall, Robert I., . .	1,900	Holden, . . .	Holden, Oakham, Paxton, Rut- land.

¹ Also teacher in high school.

IV. *List of Superintendents of Schools with Towns and Cities in their Superintendencies — Continued.*

SUPERINTENDENT OF SCHOOLS.	Salary.	Address.	Superintendency.
Brick, Francis S., . .	\$2,000	Turners Falls, . .	Montague.
Brooks, John D., . .	2,300	Gloucester, . .	Gloucester.
Burke, Jeremiah E., As- sistant.	5,496	Boston, . .	Boston.
Carr, Ernest P., . .	2,300	Marlborough, . .	Marlborough.
Carver, Arthur H., ¹ . .	2,750	Lexington, . .	Lexington.
Caswell, Almorin O., . .	2,100	Milford, . .	Milford.
Chace, S. Howard, . .	2,850	Beverly, . .	Beverly.
Chaffin, William E., . .	1,900	Scituate, . .	Duxbury, Marshfield, Scituate.
Chalmers, James, . .	3,500	Fitchburg, . .	Fitchburg.
Chidester, Albert J., . .	1,800	Winchendon, . .	Ashburnham, Winchendon.
Childs, James R., . .	1,600	Hinsdale, . .	Hinsdale, Peru, Washington, Windsor.
Churchill, Samuel B., . .	1,800	Stockbridge, . .	Stockbridge.
Clapp, George I., . .	2,400	Woburn, . .	Woburn.
Clark, Charles S., . .	3,500	Somerville, . .	Somerville.
Clarke, George B., . .	1,600	Leicester, . .	Charlton, Leicester.
Cobb, E. Schuyler, . .	2,000	Walpole, . .	Walpole.
Coe, George A., . .	1,600	Kingston, . .	Kingston, Halifax, Pembroke, Plympton.
Coggins, William L., . .	1,800	25 James Street, New Bedford.	Freetown, Gosnold, Westport.
Cole, Albert S., . .	2,000	Barre, . .	Barre, Hardwick, Petersham.
Collins, Orvis K., . .	2,350	Hingham, . .	Hingham.
Congdon, F. K., . .	3,000	Northampton, . .	Northampton.
Corbin, F. E., . .	2,250	Southbridge, . .	Southbridge.
Cox, George W., . .	2,000	Ware, . .	Ware.
Crowell, Charles A., Jr., . .	2,000	Vineyard Haven, . .	Chilmark, Edgartown, Gay Head, Oak Bluffs, Tisbury, West Tisbury.
Cummings, Leslie O., . .	2,000	Franklin, . .	Franklin, Wrentham.
Cushman, Robert, Jr., ¹ . .	1,800	Nahant, . .	Nahant.
Dame, Dana P., ¹ . .	2,200	North Andover, . .	North Andover.
Davis, John C., . .	2,000	Canton, . .	Canton.
Davison, Frank P., . .	1,500	Charlemont, . .	Charlemont, Hawley, Heath, Rowe.
DeMeyer, John E., . .	2,200	Abington, . .	Abington, Bridgewater.
Dempsey, Clarence H., . .	3,500	Haverhill, . .	Haverhill.
Douglas, Frank A., ² . .	2,700	Winthrop, . .	Winthrop.
Drown, Carroll H., . .	1,850	West Medway, . .	Holliston, Medway, Sherborn.
Dyer, Franklin B., . .	10,000	Boston, . .	Boston.
Eaton, Charles M., ¹ . .	2,400	Weston, . .	Weston.
Eldredge, William F., . .	1,400	Rockport, . .	Rockport.

¹ Also principal of high school.² Also principal of grammar school.

IV. *List of Superintendents of Schools with Towns and Cities in their Superintendencies — Continued.*

SUPERINTENDENT OF SCHOOLS.	Salary.	Address.	Superintendency.
Evans, Osmon C., . . .	\$1,600	115 Lincoln Street, Worcester.	Auburn, Sutton.
Fales, Lewis A., . . .	2,400	Attleboro, . . .	Attleboro.
Fausey, John R., . . .	2,500	West Springfield, . .	West Springfield.
Fellows, Ernest W., . .	3,000	Framingham, . . .	Framingham.
Ferguson, Chauncey C., .	2,200	Millbury, . . .	Millbury, Oxford.
Fisher, C. Edward, . . .	2,600	Westfield, . . .	Westfield.
Fitts, Edward P., . . .	1,580	Mansfield, . . .	Hamilton, Mansfield, Sharon.
Fittz, Austin H., . . .	2,200	Norwood, . . .	Norwood.
Fitzgerald, Michael E., .	5,000	Cambridge, . . .	Cambridge.
Fogwell, Jerome P., . . .	1,500	Lee, . . .	Lee, Monterey, Otis, Tyringham.
Fuller, Robert J., . . .	2,300	North Attleborough,	North Attleborough.
Galger, George H., . . .	1,800	Hyannis, . . .	Barnstable.
Gannon, John F., Assist- ant.	2,750	Worcester, . . .	Worcester.
Gardner, Harry E., . . .	1,800	Blackstone, . . .	Blackstone, Millville, Seekonk.
Gibbons, Thomas F., . .	2,100	Clinton, . . .	Clinton.
Goodhue, Elbridge W., . .	1,500	Haydenville, . . .	Chesterfield, Williamsburg, Worthington.
Graves, S. Monroe, . . .	2,800	Wellesley Hills, . . .	Wellesley.
Gray, John C., . . .	2,600	Chicopee, . . .	Chicopee.
Grindle, Thomas S., ¹ . .	1,800	Westborough, . . .	Westborough.
Grout, Edgar H., . . .	2,000	East Bridgewater, . .	East Bridgewater, West Bridge- water.
Gushee, Walter E., . . .	2,000	Ludlow, . . .	Agawam, Ludlow.
Haines, T. M., . . .	1,700	Rockland, . . .	Rockland.
Hall, I. Freeman, . . .	2,500	North Adams, Box 554.	North Adams.
Hall, Wells A., . . .	2,500	Concord, . . .	Concord.
Harrington, Arthur C., . .	1,800	North Adams, Box 83,	Clarksburg, Florida, Monroe, Savoy.
Harris, Alice L., Assistant,	2,750	Worcester, . . .	Worcester.
Harris, Charles A., . . .	2,300	Plymouth, . . .	Plymouth.
Harrub, Henry W., . . .	2,500	Taunton, . . .	Taunton.
Hayes, James S., . . .	1,700	Rockland, . . .	Hanover, Hanson, Norwell.
Haynes, Edwin L., . . .	2,200	Methuen, . . .	Methuen.
Herron, Schuyler F., . . .	2,950	Winchester, . . .	Winchester.
Hill, Frank H., . . .	2,100	Littleton, . . .	Acton, Carlisle, Littleton, West- ford.
Hine, Roderick W., . . .	2,400	Dedham, . . .	Dedham.
Hobson, Clifton H., . . .	2,200	Palmer, . . .	Palmer.
Holman, Carl, . . .	2,300	Falmouth, . . .	Falmouth.
Hopkins, L. Thomas, . . .	1,800	Yarmouth Port, . . .	Brewster, Dennis, Yarmouth.

¹ Also principal of high school.

IV. *List of Superintendents of Schools with Towns and Cities in their Superintendencies — Continued.*

SUPERINTENDENT OF SCHOOLS.	Salary.	Address.	Superintendency.
Horton, Joseph I., . . .	\$1,700	Ipswich, . . .	Ipswich.
Howard, Elmer F., . . .	1,800	East Northfield, . . .	Gill, Leyden, Northfield, War- wick.
Howard, Nelson G., . . .	2,000	Needham, . . .	Needham.
Howard, Will R., ¹ . . .	2,300	Williamstown, . . .	Williamstown.
Humphrey, Chester W., . . .	2,000	Rochester, . . .	Carver, Lakeville, Raynham, Rochester.
Jackson, Charles S., . . .	3,250	Lynn, . . .	Lynn.
Jenkins, Ira A., . . .	1,900	Foxborough, . . .	Foxborough, Norton, Plainville.
Johnson, Frank C., . . .	2,100	Ayer, . . .	Ayer, Boylston, Shirley, West Boylston.
Jones, Asa M., . . .	2,000	Baldwinsville, . . .	Hubbardston, Phillipston, Roy- alston, Templeton.
Jones, Burr F., . . .	1,750	Amesbury, . . .	Amesbury.
Judkins, Clarence L., . . .	1,900	Uxbridge, . . .	Douglas, Uxbridge.
Keith, Allen P., . . .	4,000	New Bedford, . . .	New Bedford.
King, Theodore W., . . .	1,600	West Stockbridge, . . .	Alford, Egremont, Richmond, West Stockbridge.
Knight, Frederick B., . . .	1,700	Danvers, . . .	Danvers.
Knight, Herman C., . . .	1,850	Townsend, . . .	Ashby, Lunenburg, Townsend.
Knox, Herman N., . . .	1,800	Wareham, . . .	Marion, Wareham.
Lamprey, Leila M., Assist- ant.	1,900	Lawrence, . . .	Lawrence.
Lary, Stanley C., ¹ . . .	2,000	Cohasset, . . .	Cohasset.
Lewis, Alvan R., . . .	1,500	Belchertown, . . .	Belchertown, Enfield.
Lewis, Homer P., . . .	4,500	Worcester, . . .	Worcester.
Loring, Everett G., . . .	1,650	Lanesborough, . . .	Cheshire, Hancock, Lanesbor- ough, New Ashford.
Lyman, C. S., . . .	2,800	Hudson, . . .	Groton, Hudson, Lincoln.
Mackin, John C., ² . . .	1,800	Manchester, . . .	Manchester.
Malcolm, David J., . . .	1,600	Granville, . . .	Granville, Sandisfield, South- wick, Tolland.
Marsh, Frank M., . . .	3,000	Milton, . . .	Milton.
Marshall, Farnsworth G., . . .	2,900	Malden, . . .	Malden.
Martin, Robert W., . . .	1,700	Ashfield, . . .	Ashfield, Cummington, Goshen, Plainfield.
MacDougall, James R., . . .	1,900	North Wilmington, . . .	Boxford, Middleton, Wilmington.
McCann, Josiah S., . . .	1,700	Groveland, . . .	Georgetown, Groveland, Rowley.
McSherry, Francis, . . .	3,375	Holyoke, . . .	Holyoke.
Melcher, Samuel A., . . .	2,500	Whitinsville, . . .	Northbridge.
Mellyn, Mary C., Assist- ant.	5,460	Boston, . . .	Boston.
Merriam, Burr J., . . .	2,100	Marblehead, . . .	Marblehead.
Merrill, Leon O., . . .	1,500	Huntington, . . .	Blandford, Huntington, Mont- gomery, Russell.
Miller, William D., . . .	2,000	Easthampton, . . .	Easthampton, Southampton, Westhampton.
Millington, William H., . . .	1,850	Maynard, . . .	Boxborough, Maynard, Stow.

¹ Also principal of high school.² Also principal of grammar school.

IV. *List of Superintendents of Schools with Towns and Cities in their Superintendencies — Continued.*

SUPERINTENDENT OF SCHOOLS.	Salary.	Address.	Superintendency.
Minard, George C., . . .	\$2,500	Arlington, . . .	Arlington.
Molloy, Hugh J., . . .	3,000	Lowell, . . .	Lowell.
Moore, William C., . . .	2,200	Newburyport, . . .	Newburyport.
Mugan, Mary A. S., Assistant.	2,500	Fall River, . . .	Fall River.
Nickerson, Clarence V., ¹ . . .	1,800	Hull, . . .	Hull.
Nickerson, Fred H., . . .	3,150	Medford, . . .	Medford.
Parkinson, William D., . . .	2,500	Waltham, . . .	Waltham.
Parlin, Frank E., . . .	3,000	Chelsea, . . .	Chelsea.
Paull, Austin R., . . .	1,900	Pepperell, . . .	Bolton, Dunstable, Harvard, Pepperell.
Pearson, Parker T., . . .	2,300	East Weymouth, . . .	Weymouth.
Pennell, Charles M., . . .	1,800	Provincetown, . . .	Provincetown, Truro, Wellfleet.
Perry, William H., . . .	2,600	Leominster, . . .	Leominster.
Persons, Clair G., . . .	3,000	Pittsfield, . . .	Pittsfield.
Phipps, Harrie J., ² . . .	2,400	North Easton, . . .	Easton.
Pratt, Henry H., . . .	1,700	119 State Street, Newburyport.	Merrimac, Newbury, Salisbury, West Newbury.
Price, Wilfred H., . . .	2,200	Watertown, . . .	Watertown.
Prior, Charles F., . . .	2,600	Fairhaven, . . .	Acushnet, Fairhaven, Mattapoisett.
Prior, Leon E., . . .	1,700	South Dartmouth, . . .	Dartmouth.
Putney, Walter K., . . .	1,500	Ashland, . . .	Ashland, Hopkinton.
Rafter, Augustine L., Assistant.	5,496	Boston, . . .	Boston.
Randall, Charles L., . . .	2,400	97 Eighteenth Street, Lowell.	Dracut, North Reading, Tewksbury, Tyngsborough.
Reed, Carroll R., . . .	2,800	Amherst, . . .	Amherst, Pelham.
Reynolds, Fordyce T., . . .	2,300	Gardner, . . .	Gardner.
Richards, Clinton J., . . .	1,800	Hatfield, . . .	Bernardston, Hadley, Hatfield.
Richardson, Charles C., . . .	1,600	North Dana, . . .	Dana, Greenwich, New Salem, Prescott.
Ripley, Mrs. Ellor C., Assistant.	5,000	Boston, . . .	Boston.
Robinson, Albert, . . .	2,300	Peabody, . . .	Peabody.
Robinson, Ernest W., . . .	2,800	Webster, . . .	Dudley, Webster.
Rollins, Arthur S., ² . . .	2,200	Lancaster, . . .	Lancaster.
Safford, Adelbert L., ² . . .	3,000	Reading, . . .	Reading.
Sanborn, Henry C., . . .	2,300	Andover, . . .	Andover.
Sanderson, William H., . . .	1,700	Chester, . . .	Becket, Chester, Middlefield.
Scully, John F., . . .	3,500	Brockton, . . .	Brockton.
Sheridan, Bernard M., . . .	3,500	Lawrence, . . .	Lawrence.
Sims, William F., . . .	2,000	Saugus, . . .	Saugus.
Small, Alberto W., . . .	1,500	Chelmsford, . . .	Chelmsford.

¹ Also principal of elementary schools.² Also principal of high school.

IV. *List of Superintendents of Schools with Towns and Cities in their Superintendencies — Concluded.*

SUPERINTENDENT OF SCHOOLS.	Salary.	Address.	Superintendency.
Smith, Abbie A., Assistant,	\$1,100	Everett, . . .	Everett.
Smith, Arthur W., . .	1,500	Shelburne Falls, .	Buckland, Colrain, Shelburne.
Stearns, Mrs. Cora A., .	1,600	Wendell Depot, .	Erving, Leverett, Shutesbury, Wendell.
Stiles, Chester D., . .	1,800	Grafton, . . .	Grafton, Upton.
Stuart, Josephine B., Assistant.	2,400	New Bedford, . .	New Bedford.
Taft, Leanova E., . .	1,650	40 High Street, Springfield.	East Longmeadow, Hampden, Longmeadow, Wilbraham.
Tenney, Fred C., . .	1,600	North Brookfield, .	Brookfield, North Brookfield.
Thompson, Frank V., Assistant.	5,496	Boston, . . .	Boston.
Tirrell, Edwin S., ¹ . .	1,500	Nantucket, . . .	Nantucket.
Tower, Alfred O., . .	1,600	Sheffield, . . .	Mount Washington, New Marlborough, Sheffield.
Tucker, Charles A., . .	2,000	Lenox, . . .	Lenox.
Van Ornum, Frederick B.,	1,950	Northborough, . .	Berlin, Northborough, Shrewsbury, Southborough.
Van Sickle, James H., .	5,000	Springfield, . . .	Springfield.
Vining, Eugene C., ¹ . .	1,900	Billerica, . . .	Billerica.
Waldron, Harry C., . .	1,700	16 Vine Street, Leominster.	Princeton, Sterling, Westminster.
Walter, Charles W., . .	1,800	Pottersville, . . .	Somerset, Swansea.
Ward, W. Scott, . . .	2,200	Athol, . . .	Athol.
Webber, Arthur B., . .	2,400	Stoneham, . . .	Bedford, Stoneham.
West, Melvin J., ² . .	1,800	Millis, . . .	Medfield, Millis, Norfolk, Westwood.
Wheeler, Frederic A., .	1,800	Monson, . . .	Brimfield, Monson.
Wheeler, Ulysses G., .	4,500	Newtonville, . . .	Newton.
Whitman, Herbert L., .	2,000	Buzzards Bay, . .	Bourne, Mashpee, Sandwich.
Whitman, Willard M., .	2,300	Swampscott, . . .	Swampscott.
Whitney, Fairfield, . .	3,000	Everett, . . .	Everett.
Whittemore, Frederic E.,	1,750	South Hadley Falls, .	Granby, South Hadley.
Wiggin, Ralph L., . .	2,000	South Braintree, .	Braintree.
Willard, Edgar L., . .	2,000	Natick, . . .	Natick.
Williams, Harvey R., .	2,000	Wenham, . . .	Essex, Lynnfield, Topsfield, Wenham.
Williams, Loring G., .	2,000	Harwich, . . .	Chatham, Eastham, Harwich, Orleans.
Wyman, Elwood T., . .	2,000	Whitman, . . .	Whitman.
Young, Walter S. Assistant,	2,750	Worcester, . . .	Worcester.

Total, 200: 187 superintendents; 13 assistant superintendents.

¹ Also principal of high school.

² Leave of absence of one year. Albert S. Ames, substitute superintendent.

V. STATISTICS OF SUPERINTENDENCY UNIONS.

Index of Towns.

[NOTE. — The number preceding the name of the town indicates the superintendency union in which the town is to be found.]

34 Acton.	59 Deerfield.	35 Holden.
29 Acushnet.	17 Dennis.	18 Holland.
60 Agawam.	56 Dighton.	28 Holliston.
55 Alford.	42 Douglas.	22 Hopedale.
38 Amherst.	32 Dover.	3 Hopkinton.
65 Ashburnham.	10 Dracut.	2 Hubbardston.
31 Ashby.	62 Dudley.	40 Huntington.
36 Ashfield.	66 Dunstable.	46 Kingston.
3 Ashland.	1 Duxbury.	51 Lakeville.
49 Auburn.	16 East Bridgewater.	47 Lanesborough.
41 Avon.	23 Eastham.	44 Lee.
67 Ayer.	4 Easthampton.	57 Leicester.
5 Barre.	19 East Longmeadow.	43 Leverett.
7 Becket.	26 Edgartown.	25 Leyden.
74 Bedford.	55 Egremont.	34 Littleton.
63 Belchertown.	63 Enfield.	19 Longmeadow.
22 Bellingham.	43 Erving.	60 Ludlow.
37 Belmont.	50 Essex.	31 Lunenburg.
56 Berkley.	29 Fairhaven.	50 Lynnfield.
6 Berlin.	72 Florida.	1 Marshfield.
39 Bernardston.	70 Foxborough.	15 Mashpee.
73 Blackstone.	71 Franklin.	29 Mattapoisett.
40 Blandford.	69 Freetown.	58 Maynard.
66 Bolton.	26 Gay Head.	52 Medfield.
15 Bourne.	27 Georgetown.	28 Medway.
58 Boxborough.	25 Gill.	22 Mendon.
75 Boxford.	36 Goshen.	64 Merrimac.
67 Boylston.	69 Gosnold.	7 Middlefield.
17 Brewster.	12 Grafton.	75 Middleton.
8 Brimfield.	24 Granby.	13 Millbury.
11 Brookfield.	61 Granville.	52 Millis.
14 Buckland.	48 Greenwich.	73 Millville.
37 Burlington.	27 Groveland.	72 Monroe.
34 Carlisle.	39 Hadley.	8 Monson.
51 Carver.	46 Halifax.	44 Monterey.
30 Charlemont.	19 Hampden.	40 Montgomery.
57 Charlton.	47 Hancock.	53 Mount Washington.
23 Chatham.	20 Hanover.	47 New Ashford.
47 Cheshire.	20 Hanson.	33 New Braintree.
7 Chester.	5 Hardwick.	64 Newbury.
54 Chesterfield.	66 Harvard.	53 New Marlborough.
26 Chilmarn.	23 Harwich.	48 New Salem.
72 Clarksburg.	39 Hatfield.	52 Norfolk.
14 Colrain.	30 Hawley.	6 Northborough.
59 Conway.	30 Heath.	11 North Brookfield.
36 Cummington.	45 Hinsdale.	25 Northfield.
48 Dana.	41 Holbrook.	10 North Reading.

V. Statistics of Superintendency Unions — Continued.

70 Norton.	15 Sandwich.	12 Upton.
20 Norwell.	72 Savoy.	42 Uxbridge.
26 Oak Bluffs.	1 Scituate.	18 Wales.
35 Oakham.	73 Seekonk.	18 Warren.
23 Orleans.	53 Sheffield.	25 Warwick.
44 Otis.	14 Shelburne.	45 Washington.
13 Oxford.	28 Sherborn.	32 Wayland.
35 Paxton.	67 Shirley.	62 Webster.
38 Pelham.	6 Shrewsbury.	21 Wellfleet.
46 Pembroke.	43 Shutesbury.	43 Wendell.
66 Pepperell.	68 Somerset.	50 Wenham.
45 Peru.	4 Southamptn.	67 West Boylston.
5 Petersham.	6 Southborough.	16 West Bridgewater.
2 Phillipston.	24 South Hadley.	33 West Brookfield.
36 Plainfield.	61 Southwick.	34 Westford.
70 Plainville.	9 Sterling.	4 Westhampton.
46 Plympton.	74 Stoneham.	9 Westminster.
48 Prescott.	58 Stow.	64 West Newbury.
9 Princeton.	33 Sturbridge.	69 Westport.
21 Provincetown.	32 Sudbury.	55 West Stockbridge.
41 Randolph.	59 Sunderland.	26 West Tisbury.
51 Raynham.	49 Sutton.	52 Westwood.
56 Rehoboth.	68 Swansea.	59 Whately.
55 Richmond.	2 Templeton.	19 Wilbraham.
51 Rochester.	10 Tewksbury.	54 Williamsburg.
30 Rowe.	26 Tisbury.	75 Wilmington.
27 Rowley.	61 Tolland.	65 Winchendon.
2 Royalston.	50 Topsfield.	45 Windsor.
40 Russell.	31 Townsend.	54 Worthington.
35 Rutland.	21 Truro.	71 Wrentham.
64 Salisbury.	10 Tyngsborough.	17 Yarmouth.
61 Sandisfield.	44 Tyringham.	

V. Statistics of Superintendency Unions — Continued.

Number.	UNION.	Date of entering union.	Valuation as of April 1, 1915.	Number of schools, September, 1916.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town for salaries of superintendent and teachers.	Net cost to each town for supervision.
					Service.	Full salary.		
1	Duxbury, . . .	1888	\$3,905,044	11	$\frac{1}{2}$	\$633 34	—	\$633 34
	Marshfield, . .	1888	2,801,453	8	$\frac{1}{2}$	633 33	\$416 66	216 67
	Scituate, . . .	1888	5,938,950	12	$\frac{1}{2}$	633 33	—	633 33
2	Hubbardston, .	1889	793,775	7	$\frac{2}{10}$	400 00	250 00	150 00
	Phillipston, . .	1889	305,668	4	$\frac{1}{10}$	200 00	125 00	75 00
	Royalston, . . .	1889	747,654	7	$\frac{2}{10}$	400 00	250 00	150 00
	Templeton, . . .	1889	2,025,073	17	$\frac{2}{10}$	1,000 00	625 00	375 00
3	Ashland, . . .	1889	1,434,985	9	$\frac{2}{5}$	600 00	500 00	100 00
	Hopkinton, . . .	1889	1,985,402	12	$\frac{2}{5}$	900 00	750 00	150 00
4	Easthampton, .	1889	7,856,021	34	$\frac{1}{20}$	1,200 00	—	1,200 00
	Southampton, .	1889	602,789	7	$\frac{2}{20}$	500 00	312 50	187 50
	Westhampton, .	1889	272,082	5	$\frac{2}{20}$	300 00	187 50	112 50
5	Barre, . . .	1890	2,832,245	18	$\frac{2}{5}$	800 00	500 00	300 00
	Hardwick, . . .	1890	3,135,484	15	$\frac{2}{5}$	800 00	500 00	300 00
	Petersham, . . .	1890	1,040,642	6	$\frac{1}{5}$	400 00	250 00	150 00
6	Berlin, . . .	1890	670,330	6	$\frac{1}{4}$	278 57	178 57	100 00
	Northborough, .	1890	1,958,242	7	$\frac{2}{7}$	557 15	357 14	200 01
	Shrewsbury, . .	1890	2,978,363	13	$\frac{2}{7}$	557 14	357 15	199 99
	Southborough, .	1890	2,364,784	9	$\frac{2}{7}$	557 14	357 14	200 00
7	Becket, . . .	1890	691,305	6	$\frac{127}{500}$	431 80	317 50	114 30
	Chester, . . .	1890	854,481	13	$\frac{288}{500}$	979 20	720 00	259 20
	Middlefield, . .	1890	217,883	7	$\frac{85}{500}$	289 00	212 50	76 50
8	Brimfield, . . .	1890	657,691	7	$\frac{3}{10}$	540 00	375 00	165 00
	Monson, . . .	1890	1,978,410	20	$\frac{7}{10}$	1,260 00	875 00	385 00
9	Princeton, . . .	1890	1,415,147	8	$\frac{1}{5}$	340 00	250 00	90 00
	Sterling, . . .	1890	1,370,079	10	$\frac{2}{5}$	680 00	500 00	180 00
	Westminster, . .	1890	1,002,925	12	$\frac{2}{5}$	680 00	500 00	180 00
10	Dracut, . . .	1891	2,589,538	22	$\frac{5}{10}$	1,200 00	625 00	575 00
	North Reading, .	1891	993,306	5	$\frac{1}{10}$	240 00	125 00	115 00
	Tewksbury, . . .	1891	1,861,780	10	$\frac{3}{10}$	720 00	375 00	345 00
	Tyngsborough, .	1891	753,430	5	$\frac{1}{10}$	240 00	125 00	115 00
11	Brookfield, . . .	1891	1,533,107	13	$\frac{1}{2}$	800 00	625 00	175 00
	North Brookfield, .	1891	2,045,584	10	$\frac{1}{2}$	800 00	625 00	175 00
12	Grafton, . . .	1891	3,825,768	21	$\frac{3}{4}$	1,350 00	—	1,350 00
	Upton, . . .	1891	1,307,489	9	$\frac{1}{4}$	450 00	312 50	137 50
13	Millbury, . . .	1891	3,399,117	23	$\frac{3}{5}$	1,320 00	750 00	570 00
	Oxford, . . .	1891	2,108,931	18	$\frac{2}{5}$	880 00	500 00	380 00
14	Buckland, . . .	1892	2,041,021	9	$\frac{3}{10}$	450 00	375 00	75 00
	Colrain, . . .	1892	916,439	15	$\frac{4}{10}$	600 00	500 00	100 00
	Shelburne, . . .	1892	1,961,266	9	$\frac{3}{10}$	450 00	375 00	75 00
15	Bourne, . . .	1892	7,409,125	15	$\frac{9}{20}$	900 00	—	900 00
	Mashpee, . . .	1892	358,760	2	$\frac{2}{20}$	200 00	125 00	75 00
	Sandwich, . . .	1892	1,525,350	8	$\frac{9}{20}$	900 00	562 50	337 50
16	East Bridgewater, .	1892	2,901,169	20	$\frac{1}{2}$	1,000 00	625 00	375 00
	West Bridgewater, .	1892	1,875,074	17	$\frac{1}{2}$	1,000 00	625 00	375 00
17	Brewster, ¹ . . .	1903	883,995	4	$\frac{1}{2}$	360 00	250 00	110 00
	Dennis, . . .	1892	1,506,080	8	$\frac{2}{5}$	720 00	500 00	220 00
	Yarmouth, . . .	1892	2,557,779	8	$\frac{2}{5}$	720 00	500 00	220 00
18	Holland, ² . . .	1902	123,760	1	$\frac{1}{15}$	126 66	83 33	43 33
	Wales, . . .	1893	262,240	2	$\frac{2}{15}$	253 34	166 67	86 67
	Warren, . . .	1893	2,666,885	26	$\frac{12}{15}$	1,520 00	1,000 00	520 00

¹ Added Oct. 17, 1903, by decree of State Board of Education.² Added in 1902.

V. *Statistics of Superintendency Unions* — Continued.

Superintendent's salary.	Superintendent of schools.	JOINT COMMITTEE.	
		Chairman.	Secretary.
\$1,900	William E. Chaffin, Scituate.	Edgar L. Hitchcock, Marshfield Hills.	Charles S. Short, Scituate.
2,000	Asa M. Jones, Baldwinsville.	Robert T. Bourn, Templeton.	Mrs. Rose E. Coleman (Baldwinsville), Templeton.
1,500	Walter K. Putney, Ashland.	Lewes D. Drawbridge, Hopkinton.	Florence M. Thompson, Ashland.
2,000	William D. Miller, Easthampton.	Rev. Franz Willer, Easthampton.	Francis N. Strong, Southampton.
2,000	Albert S. Cole, Barre.	Dr. Geo. A. Brown, Barre.	O. A. Tuttle (Gilbertville), Hardwick.
1,950	Frederick B. Van Orman, Northborough.	Seth H. Howes, Southborough.	Edwin S. Corey, Northborough.
1,700	William H. Sanderson, Chester.	Thomas Rose, Chester.	Merton E. Johnson, Becket.
1,800	Frederic A. Wheeler, Monson.	Omer E. Bradway, Monson.	Robert S. Fay, Monson.
1,700	Harry C. Waldron, 16 Vine Street, Leominster.	Miss Ethel Mirick, Princeton.	Mrs. Elizabeth Guild Devere, Sterling.
2,400	C. L. Randall, 97 Eighth Street, Lowell.	Bertram R. Currier, Tyngsborough.	Herbert L. Trull, North Tewksbury.
1,600	Fred C. Tenney, North Brookfield.	Dr. Edward F. Phelan, North Brookfield.	James W. Wall, Brookfield.
1,800	Chester D. Stiles, Grafton.	Francis M. McGarry, Grafton.	Samuel R. Capen, Upton.
2,200	Chauncey C. Ferguson, Millbury.	Homer S. Joslin, Oxford.	Walter B. Horne, Millbury.
1,500	Arthur W. Smith, Shelburne Falls.	Geo. W. Halligan, Shelburne Falls.	Charles W. Trow, Buckland.
2,000	Herbert L. Whitman, Buzzards Bay.	Dr. Samuel M. Beale, Jr., Sandwich.	Anna M. Starbuck (Bourdendale), Bourne.
2,000	Edgar H. Grout, East Bridgewater.	Clinton P. Howard, West Bridgewater.	Corelli C. Alger, West Bridgewater.
1,800	L. Thomas Hopkins, Yarmouth Port.	Edmund W. Eldridge, Yarmouth.	George A. Baker, Dennis.
1,900	John Bacon, Warren.	Dr. John E. Dalton, Warren.	Rev. Olney I. Darling, Warren.

V. Statistics of Superintendency Unions — Continued.

Number.	UNION.	Date of entering union.	Valuation as of April 1, 1915.	Number of schools, September, 1916.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town for salaries of superintendent and teachers.	Net cost to each town for supervision.
					Service.	Full salary.		
19	East Longmeadow,	1893	\$1,407,095	14	$1\frac{2}{3}$ ₈₇	\$535 13	\$408 86	\$126 27
	Hampden, . . .	1893	486,065	6	$\frac{9}{10}$ ₈₇	267 57	204 57	63 00
	Longmeadow, . .	1893	3,616,360	8	$\frac{7}{10}$ ₈₇	312 17	—	312 17
	Wilbraham, . . .	1893	1,675,621	12	$1\frac{2}{3}$ ₈₇	535 13	408 86	126 27
20	Hanover, . . .	1894	2,287,980	10	$\frac{1}{3}$ ₈₇	566 67	416 67	150 00
	Hanson, . . .	1894	1,545,500	10	$\frac{1}{3}$ ₈₇	566 67	416 66	150 01
	Norwell, . . .	1894	1,384,674	8	$\frac{1}{3}$ ₈₇	566 66	416 67	149 99
21	Provincetown, . .	1894	2,452,213	20	$2\frac{3}{4}$ ₈₃	1,254 60	871 22	383 38
	Truro, ¹ . . .	1902	519,200	5	$\frac{5}{8}$ ₈₃	272 70	189 39	83 31
	Wellfleet, . . .	1894	856,895	5	$\frac{5}{8}$ ₈₃	272 70	189 39	83 31
22	Bellingham, . . .	1894	1,025,145	11	$\frac{3}{10}$ ₈₇	615 00	375 00	240 00
	Hopedale, . . .	1894	8,919,744	14	$\frac{4}{10}$ ₈₇	820 00	—	820 00
	Mendon, . . .	1894	742,305	6	$\frac{3}{10}$ ₈₇	615 00	375 00	240 00
23	Chatham, ² . . .	1903	2,000,580	8	$\frac{9}{10}$ ₂₈	642 85	401 78	241 07
	Eastham, . . .	1894	479,495	3	$\frac{3}{10}$ ₂₈	214 28	133 92	80 36
	Harwich, . . .	1894	1,817,658	11	$1\frac{1}{10}$ ₂₈	785 73	491 08	294 65
	Orleans, . . .	1894	4,830,613	5	$\frac{5}{10}$ ₂₈	357 14	—	357 14
24	Granby, . . .	1895	748,157	7	$\frac{1}{2}$ ₈₇	350 00	250 00	100 00
	South Hadley, . .	1895	3,407,453	24	$\frac{1}{2}$ ₈₇	1,400 00	1,000 00	400 00
25	Gill, . . .	1895	515,851	6	$\frac{1}{5}$ ₈₇	360 00	250 00	110 00
	Leyden, ³ . . .	1901	246,671	5	$\frac{1}{5}$ ₈₇	360 00	250 00	110 00
	Northfield, . . .	1895	1,510,986	9	$\frac{2}{5}$ ₈₇	720 00	500 00	220 00
	Warwick, . . .	1895	455,270	3	$\frac{1}{5}$ ₈₇	360 00	250 00	110 00
26	Chilmark, ⁴ . . .	1897	405,393	2	$\frac{2}{10}$ ₈₇	200 00	125 00	75 00
	Edgartown, . . .	1895	1,429,475	7	$\frac{4}{10}$ ₈₇	400 00	250 00	150 00
	Gay Head, ¹ . . .	1902	45,090	1	$\frac{1}{10}$ ₈₇	100 00	62 50	37 50
	Oak Bluffs, . . .	1895	2,004,325	8	$\frac{5}{10}$ ₈₇	500 00	312 50	187 50
	Tisbury, . . .	1895	2,158,536	8	$\frac{5}{10}$ ₈₇	500 00	312 50	187 50
	West Tisbury, . .	1895	663,559	4	$\frac{3}{10}$ ₈₇	300 00	187 50	112 50
27	Georgetown, . . .	1895	1,377,270	8	$\frac{2}{10}$ ₈₇	340 00	250 00	90 00
	Groveland, . . .	1895	1,386,298	12	$\frac{2}{10}$ ₈₇	850 00	625 00	225 00
	Rowley, . . .	1895	2,049,156	7	$\frac{3}{10}$ ₈₇	510 00	375 00	135 00
28	Holliston, . . .	1896	2,147,329	18	$\frac{2}{5}$ ₈₇	740 00	500 00	240 00
	Medway, . . .	1896	1,832,690	17	$\frac{2}{5}$ ₈₇	740 00	500 00	240 00
	Sherborn, . . .	1896	2,397,878	11	$\frac{1}{5}$ ₈₇	370 00	250 00	120 00
29	Acushnet, . . .	1897	1,217,710	9	$\frac{1}{6}$ ₈₇	433 33	208 33	225 00
	Fairhaven, . . .	1897	4,501,594	23	$\frac{4}{6}$ ₈₇	1,733 34	—	1,733 34
	Mattapoisett, . .	1897	2,346,428	7	$\frac{1}{6}$ ₈₇	433 33	208 33	225 00
30	Charlemont, . . .	1897	609,700	10	$1\frac{1}{10}$ ₂₇	555 56	452 16	103 40
	Hawley, . . .	1897	245,158	8	$\frac{8}{10}$ ₂₇	444 44	395 06	49 38
	Heath, ¹ . . .	1902	245,940	4	$\frac{4}{10}$ ₂₇	222 22	197 53	24 69
	Rowe, . . .	1897	252,521	5	$\frac{5}{10}$ ₂₇	277 78	205 25	72 53
31	Ashby, . . .	1897	790,021	5	$\frac{2}{10}$ ₈₇	370 00	250 00	120 00
	Lunenburg, ⁵ . . .	1905	1,615,154	10	$\frac{3}{10}$ ₈₇	555 00	375 00	180 00
	Townsend, . . .	1897	1,445,334	9	$\frac{5}{10}$ ₈₇	925 00	625 00	300 00
32	Dover, . . .	1893	8,274,936	5	$\frac{2}{10}$ ₈₇	340 00	—	340 00
	Sudbury, . . .	1898	1,615,970	7	$\frac{3}{10}$ ₈₇	510 00	375 00	135 00
	Wayland, . . .	1898	3,018,196	11	$\frac{5}{10}$ ₈₇	850 00	625 00	225 00
33	New Braintree, . .	1898	422,262	3	$\frac{3}{10}$ ₈₇	510 00	375 00	135 00
	Sturbridge, . . .	1898	955,100	9	$\frac{4}{10}$ ₈₇	680 00	500 00	180 00
	West Brookfield, .	1898	1,051,401	7	$\frac{3}{10}$ ₈₇	510 00	375 00	135 00

¹ Added in 1902.² Added Oct. 17, 1903, by decree of State Board of Education.³ Added in 1901.

V. *Statistics of Superintendency Unions* — Continued.

Superintendent's salary.	Superintendent of schools.	JOINT COMMITTEE.	
		Chairman.	Secretary.
\$1,650	Leanora E. Taft, 40 High Street, Springfield.	Mervin H. Pease, Ludlow, R. F. D. No. 2.	Evanore O. Beebe, North Wilbraham.
1,700	James S. Hayes, Rockland,	Clarence L. Howes, Hanover.	Carrie M. Ford, Norwell.
1,800	Charles M. Pennell, Provincetown.	Andrew T. Williams, Provincetown.	John B. Dyer, Truro.
2,050	Francello G. Atwell, Hopedale.	Lyman Cook, Milford, R. F. D.	Frank J. Dutcher, Hopedale.
2,000	Loring G. Williams, Harwich.	Harrie D. Handy, Harwich.	Samuel F. Ireland, Chatham.
1,750	Frederic E. Whittemore, South Hadley Falls.	George S. Lyman, South Hadley.	Frank M. Graves, Granby.
1,800	Elmer F. Howard, East Northfield.	Frank L. Duley, East Northfield.	S. A. Norton, Mount Hermon.
2,000	Charles A. Crowell, Jr., Vineyard Haven.	Edward T. Vincent, Edgartown.	Irving H. Coffin, Edgartown.
1,700	Josiah S. McCann, Groveland.	Albert L. Wales, Groveland.	Mrs. Henry L. Adams, Georgetown.
1,850	Carroll H. Drown, West Medway.	Dr. John Wyman, Medway.	Geo. E. Rawson, Holliston.
2,600	Charles F. Prior, Fairhaven.	C. Julian Tuthill, Mattapoisett.	Alton B. Paull, Fairhaven.
1,500	Frank P. Davison, Charlemont.	J. C. Burrington, Charlemont.	Mabel P. Sears, Charlemont.
1,850	Herman C. Knight, Townsend.	Frank B. Higgins, Townsend.	Mrs. Frederick C. Cross, Lunenburg.
1,700	Frank H. Benedict, Co-chituate.	Ernest E. Sparks, Wayland.	Geo. F. Poutasse, Wayland.
1,700	Frederick E. Bragdon, West Brookfield.	Frank T. Haynes, Sturbridge.	Mrs. James T. Greene, New Braintree.

⁴ Added in 1897.⁵ Added May 16, 1905, by decree of State Board of Education.

V. Statistics of Superintendency Unions — Continued.

Number.	UNION.	Date of entering union.	Valuation as of April 1, 1915.	Number of schools, September, 1916.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town for salaries of superintendent and teachers.	Net cost to each town for supervision.
					Service.	Full salary.		
34	Acton,	1898	\$2,514,410	10	1 $\frac{1}{4}$ ₄₀	\$577 50	\$343 75	\$233 75
	Carlisle, ¹	1911	660,527	3	$\frac{4}{40}$	210 00	125 00	85 00
	Littleton,	1898	1,266,194	7	$\frac{8}{40}$	420 00	250 00	170 00
	Westford,	1898	2,426,079	14	1 $\frac{7}{40}$	892 50	531 25	361 25
35	Holden,	1900	1,910,232	17	1 $\frac{9}{20}$	950 00	625 00	325 00
	Oakham,	1900	386,087	5	$\frac{3}{20}$	235 00	187 50	97 50
	Paxton,	1900	421,493	3	$\frac{2}{20}$	190 00	125 00	65 00
	Rutland,	1900	943,170	6	$\frac{5}{20}$	475 00	312 50	162 50
36	Ashfield,	1900	913,101	10	1 $\frac{9}{25}$	680 00	500 00	180 00
	Cummington,	1900	370,101	6	$\frac{9}{25}$	408 00	300 00	108 00
	Goshen,	1900	245,952	4	$\frac{4}{25}$	272 00	200 00	72 00
	Plainfield,	1900	195,573	4	$\frac{9}{25}$	340 00	250 00	90 00
37	Belmont, ²	1910	11,409,543	33	1 $\frac{7}{20}$	2,125 00	—	2,125 00
	Burlington,	1900	973,437	4	$\frac{3}{20}$	375 00	187 50	187 50
38	Amherst,	1901	6,388,168	24	$\frac{4}{15}$	2,240 00	—	2,240 00
	Pelham,	1901	441,302	5	$\frac{1}{15}$	560 00	250 00	310 00
39	Bernardston,	1901	594,783	7	$\frac{1}{15}$	360 00	250 00	110 00
	Hadley,	1901	2,231,764	15	$\frac{2}{15}$	720 00	500 00	220 00
	Hatfield,	1901	2,047,646	15	$\frac{2}{15}$	720 00	500 00	220 00
40	Blandford,	1901	692,964	7	$\frac{7}{30}$	350 00	291 66	58 34
	Huntington,	1901	774,305	11	1 $\frac{9}{30}$	500 00	416 67	83 33
	Montgomery,	1901	160,815	3	$\frac{3}{30}$	150 00	125 00	25 00
	Russell,	1901	1,784,391	9	1 $\frac{9}{30}$	500 00	416 67	83 33
41	Avon,	1901	1,126,528	11	$\frac{4}{15}$	480 00	333 33	146 67
	Holbrook,	1901	1,782,825	15	$\frac{9}{15}$	600 00	416 67	183 33
	Randolph,	1901	3,167,150	19	$\frac{9}{15}$	720 00	500 00	220 00
42	Douglas,	1901	1,335,060	13	$\frac{2}{15}$	760 00	500 00	260 00
	Uxbridge,	1901	4,350,270	28	$\frac{3}{15}$	1,140 00	—	1,140 00
43	Erving,	1901	1,100,893	8	$\frac{8}{21}$	609 53	476 19	133 34
	Leverett,	1901	353,144	5	$\frac{5}{21}$	380 95	297 62	83 33
	Shutesbury,	1901	382,861	4	$\frac{3}{21}$	228 57	178 57	50 00
	Wendell,	1901	549,332	4	$\frac{4}{21}$	380 95	297 62	83 33
44	Lee,	1901	3,192,491	5	1 $\frac{2}{25}$	720 00	600 00	120 00
	Monterey,	1901	387,695	4	$\frac{5}{25}$	300 00	250 00	50 00
	Otis,	1901	299,764	6	$\frac{5}{25}$	300 00	250 00	50 00
	Tyringham,	1901	353,277	1	$\frac{3}{25}$	180 00	150 00	30 00
45	Hinsdale,	1901	784,943	9	$\frac{8}{20}$	640 00	500 00	140 00
	Peru,	1901	174,047	3	$\frac{3}{20}$	240 00	187 50	52 50
	Washington, ²	1912	306,271	4	$\frac{4}{20}$	320 00	250 00	70 00
	Windsor,	1901	294,192	4	$\frac{5}{20}$	400 00	312 50	87 50
46	Halifax,	1901	694,061	3	$\frac{2}{15}$	213 33	166 67	46 66
	Kingston,	1901	1,706,196	11	$\frac{9}{15}$	640 00	500 00	140 00
	Pembroke,	1901	1,246,735	8	$\frac{5}{15}$	533 34	416 66	116 68
	Plympton,	1901	465,513	3	$\frac{2}{15}$	213 33	166 67	46 66
47	Cheshire, ⁴	1912	888,289	8	$\frac{7}{20}$	577 50	437 50	140 00
	Hancock,	1902	452,706	6	$\frac{5}{20}$	412 50	312 50	100 00
	Lanesborough,	1902	781,737	7	$\frac{7}{20}$	577 50	437 50	140 00
	New Ashford,	1902	73,670	1	$\frac{1}{20}$	82 50	62 50	20 00
48	Dana,	1902	468,883	5	$\frac{4}{17}$	376 47	294 12	82 35
	Greenwich,	1902	262,060	2	$\frac{2}{17}$	188 23	147 06	41 17
	New Salem,	1902	397,950	7	$\frac{7}{17}$	658 83	514 70	144 13
	Prescott,	1902	215,229	3	$\frac{4}{17}$	376 47	294 12	82 35

¹ Added in 1911.² Added to Bedford-Burlington union in 1910.

V. *Statistics of Superintendency Unions* — Continued.

Superintendent's salary.	Superintendent of schools.	JOINT COMMITTEE.	
		Chairman.	Secretary.
\$2,100	Frank H. Hill, Littleton,	Bertram E. Hall, West Acton.	Charles O. Prescott, Westford.
1,900	Robert I. Bramhall, Holden.	Wm. C. Temple, Rutland,	Edwin A. Richardson, Holden.
1,700	Robert W. Martin, Ashfield.	William Hunter, Ashfield,	George B. Church, Shelburne Falls.
2,500	Geo. P. Armstrong, Belmont.	Dr. Leonard B. Clark, Belmont.	James McLaughlin, Burlington.
2,800	Carroll R. Reed, Amherst.	Geo. B. Churchill, Amherst.	Charles S. Walker, Amherst.
1,800	Clinton J. Richards, Hatfield.	John F. O'Dea, Hatfield,	Adam J. Smith, Hatfield.
1,500	Leon O. Merrill, Huntington.	Edmund H. Cross, Huntington.	Dr. Percy A. Shurtleff, Blandford.
1,800	Samuel F. Blodgett, Randolph.	Samuel B. Field, Holbrook.	Geo. V. Higgins, Randolph.
1,900	Clarence L. Judkins, Uxbridge.	Charles W. Scott, Uxbridge.	Gilbert W. Rowley, East Douglas.
1,600	Mrs. Cora A. Stearns, Wendell Depot.	Nathan J. Hunting, Shutesbury.	Mrs. Effie L. Bowen, Wendell.
1,500	Jerome P. Fogwell, Lee, .	Duane S. Slater, Tyringham.	Dr. E. W. Markham, Lee.
1,600	James R. Childs, Hinsdale.	Thomas A. Frissell, Hinsdale.	Thomas F. Ryan, Hinsdale.
1,600	George Allen Coe, Kingston.	John M. Monroe, Kingston, R. F. D.	Oscar C. Swope, Kingston.
1,650	Everett G. Loring, Lanesborough.	George Z. Dean, Cheshire,	Dr. F. C. Downing, Lanesborough.
1,600	Charles C. Richardson, North Dana.	William Bullard, Orange, R. F. D.	Mrs. Nellie M. Brown, North Dana.

* Added June 7, 1912, by decree of State Board of Education.

* Added in 1912.

V. Statistics of Superintendency Unions — Continued.

Number.	UNION.	Date of entering union.	Valuation as of April 1, 1915.	Number of schools, September, 1916.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town for salaries of superintendent and teachers.	Net cost to each town for supervision.
					Service.	Full salary.		
49	Auburn,	1902	\$1,786,575	19	$\frac{1}{2}$	\$800 00	\$625 00	\$175 00
	Sutton,	1902	1,549,929	17	$\frac{1}{2}$	800 00	625 00	175 00
50	Essex,	1902	1,325,773	8	$1\frac{1}{4}$	700 00	437 50	262 50
	Lynnfield, ¹	1912	1,345,205	5	$\frac{3}{4}$	400 00	250 00	150 00
	Topsfield, ¹	1912	4,294,828	6	$\frac{3}{4}$	350 00	—	350 00
	Wenham,	1902	3,662,150	7	$1\frac{1}{4}$	550 00	—	550 00
51	Carver,	1902	2,119,850	10	$1\frac{3}{4}$	600 00	375 00	225 00
	Lakeville,	1902	1,284,540	8	$\frac{3}{4}$	450 00	251 25	168 75
	Raynham, ¹	1912	990,968	8	$1\frac{1}{4}$	500 00	312 50	187 50
	Rochester,	1902	1,051,558	8	$\frac{3}{4}$	450 00	281 25	168 75
52	Medfield, ²	1908	2,428,976	6	$\frac{1}{4}$	450 00	312 50	137 50
	Millis,	1902	1,473,059	8	$\frac{1}{4}$	450 00	312 50	137 50
	Norfolk,	1902	1,171,344	6	$\frac{1}{4}$	450 00	312 50	137 50
	Westwood,	1902	4,511,538	8	$\frac{1}{4}$	450 00	—	450 00
53	Mount Washington,	1902	145,821	2	$\frac{9}{50}$	192 00	125 00	67 00
	New Marlborough,	1902	894,885	12	$20\frac{1}{50}$	640 00	475 00	165 00
	Sheffield,	1902	1,133,365	14	$24\frac{1}{50}$	768 00	650 00	118 00
54	Chesterfield,	1902	371,629	6	$\frac{1}{4}$	375 00	312 50	62 50
	Williamsburg,	1902	1,214,010	15	$2\frac{1}{4}$	750 00	625 00	125 00
	Worthington,	1902	382,845	6	$\frac{1}{4}$	375 00	312 50	62 50
55	Alford,	1902	206,318	3	$\frac{3}{19}$	252 63	197 37	55 26
	Egremont,	1902	569,602	3	$\frac{3}{19}$	252 63	197 37	55 26
	Richmond,	1902	654,269	6	$\frac{9}{19}$	505 26	394 73	110 53
	West Stockbridge,	1902	606,330	7	$\frac{7}{19}$	589 48	460 53	128 95
56	Berkley,	1902	571,277	7	$\frac{1}{5}$	340 00	250 00	90 00
	Dighton,	1902	1,732,867	15	$2\frac{2}{5}$	680 00	500 00	180 00
	Rehoboth,	1902	1,070,243	15	$2\frac{2}{5}$	680 00	500 00	180 00
57	Charlton,	1902	1,430,784	14	$\frac{1}{2}$	800 00	625 00	175 00
	Leicester,	1902	2,514,107	18	$\frac{1}{2}$	800 00	625 00	175 00
58	Boxborough,	1902	305,554	4	$\frac{1}{10}$	185 00	125 00	60 00
	Maynard,	1902	4,175,418	36	$\frac{9}{10}$	1,110 00	—	1,110 00
	Stow,	1902	1,476,537	7	$\frac{3}{10}$	555 00	375 00	180 00
59	Conway,	1903	836,230	10	.22+	374 68	275 50	99 18
	Deerfield,	1903	2,651,768	15	.44+	755 82	555 75	200 07
	Sunderland,	1903	725,267	6	.19+	334 39	245 88	88 51
	Whately,	1903	759,836	6	.13+	235 11	172 87	62 24
60	Agawam,	1903	3,271,785	20	$\frac{2}{5}$	800 00	500 00	300 00
	Ludlow,	1903	5,618,262	30	$\frac{3}{5}$	1,200 00	—	1,200 00
61	Granville,	1903	541,634	9	.30	480 00	375 00	105 00
	Sandisfield,	1903	434,528	7	.25	400 00	312 50	87 50
	Southwick,	1903	937,995	12	.35	560 00	437 50	122 50
	Tolland,	1903	263,173	1	.10	160 00	125 00	35 00
62	Dudley,	1903	2,501,264	7	$\frac{1}{3}$	933 33	416 67	516 66
	Webster,	1903	9,015,783	10	$\frac{2}{3}$	1,866 67	—	1,866 67
63	Belchertown,	1904	1,000,855	16	$18\frac{2}{25}$	1,080 00	900 00	180 00
	Enfield,	1904	805,690	6	$\frac{7}{25}$	420 00	350 00	70 00
64	Merrimac, ¹	1912	1,396,476	10	$\frac{2}{5}$	680 00	500 00	180 00
	Newbury,	1905	1,669,018	8	$\frac{1}{5}$	340 00	250 00	90 00
	Salisbury,	1905	1,709,445	9	$\frac{1}{5}$	340 00	250 00	90 00
	West Newbury,	1905	1,115,974	7	$\frac{1}{5}$	340 00	250 00	90 00

¹ Added in 1912.² Added in 1908.

V. *Statistics of Superintendency Unions* — Continued.

Superintendent's salary.	Superintendent of schools.	JOINT COMMITTEE.	
		Chairman.	Secretary.
\$1,600	Osman C. Evans, 115 Lincoln Street, Worcester.	William T. Duvall, Auburn.	Arthur C. Merrill, Sutton.
2,000	Harvey R. Williams, Wenham.	Ernest J. Clarke, Lynnfield Center.	Mrs. Adeline P. Cole, South Hamilton.
2,000	Chester W. Humphrey, Rochester.	Harmon S. Babcock, Raynham Center.	Ellis G. Cornish, Carver.
1,800	Melvin J. West, ³ Millis.	John C. Mulvehill, Westwood.	Mrs. Susan M. Clark, Medfield.
1,600	Alfred O. Tower, Sheffield.	— —	Z. H. Cande, Sheffield, R. F. D. No. 1.
1,500	Elbridge W. Goodhue, Haydenville.	Thomas K. Utley, Chesterfield.	William H. Baker, Chesterfield.
1,600	Theodore W. King, West Stockbridge.	George A. Germann, Great Barrington, R. F. D. No. 1.	Rev. William M. Crane, Richmond, R. F. D.
1,700	Mortimer H. Bowman, Dighton.	Charles Perry, Attleboro, R. F. D. No. 1.	George H. Walker, North Dighton.
1,600	George B. Clarke, Leicester.	M. Daniel Woodbury, Charlton.	F. Willard Trask, Leicester.
1,850	William H. Millington, Maynard.	Burpee C. Steele, Boxborough.	John G. Peck, Stow.
1,700	Harold C. Bales, South Deerfield.	Charles Moline, Sunderland.	James Campbell, South Deerfield.
2,000	Walter E. Gushee, Ludlow.	Albert A. Gove, Ludlow.	Clifford M. Granger, Feeding Hills.
1,600	David J. Malcolm, Granville.	Charles M. Arnold, Southwick.	Mrs. Emma L. Stow, Granville Center.
2,800	Ernest W. Robinson, Webster, Box 298.	Spaulding Bartlett, Webster.	J. Joseph Gilles, Dudley, R. F. D.
1,500	Alvan R. Lewis, Belchertown.	M. Rozilla Barlow, Enfield.	Roswell Allen, Belchertown.
1,700	Henry H. Pratt, 119 State Street, Newburyport.	Edward E. French, 2½ Second Street, Newburyport.	William S. Tuckwell, Merriamaport.

³ Leave of absence of one year. Albert S. Ames, Medfield, substitute superintendent.

V. *Statistics of Superintendency Unions* — Concluded.

Number.	UNION.	Date of entering union.	Valuation as of April 1, 1915.	Number of schools, September, 1916.	EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State aid to each town for salaries of superintendent and teachers.	Net cost to each town for supervision.
					Service.	Full salary.		
65	Ashburnham,	1905	\$1,165,865	11	$\frac{1}{3}$	\$600 00	\$416 67	\$183 33
	Winchendon,	1905	4,447,007	28	$\frac{2}{3}$	1,200 00	—	1,200 00
66	Bolton,	1909	782,831	5	$\frac{2}{10}$	380 00	250 00	130 00
	Dunstable, ¹	1911	425,695	2	$\frac{1}{10}$	190 00	125 00	65 00
	Harvard,	1909	2,042,247	4	$\frac{2}{10}$	380 00	250 00	130 00
	Pepperell,	1909	2,355,442	12	$\frac{2}{10}$	950 00	625 00	325 00
67 ²	Ayer,	1909	2,439,172	10	$\frac{4}{10}$	840 00	500 00	340 00
	Boylston,	1909	570,825	4	$\frac{1}{10}$	210 00	125 00	85 00
	Shirley,	1909	1,387,834	5	$\frac{2}{10}$	420 00	250 00	170 00
	West Boylston,	1909	1,029,610	8	$\frac{3}{10}$	630 00	375 00	255 00
68	Somerset,	1909	1,837,798	16	$\frac{1}{2}$	900 00	625 00	275 00
	Swansea,	1909	1,951,853	13	$\frac{1}{2}$	900 00	625 00	275 00
69	Freetown,	1911	1,145,260	10	$\frac{7}{20}$	630 00	437 50	192 50
	Gosnold, ³	1916	809,570	1	$\frac{1}{20}$	90 00	62 50	27 50
	Westport,	1911	2,456,575	20	$1\frac{7}{20}$	1,080 00	750 00	330 00
70	Foxborough,	1911	2,816,130	16	$\frac{5}{10}$	950 00	625 00	325 00
	Norton,	1911	1,676,800	11	$\frac{3}{10}$	570 00	375 00	195 00
	Plainville,	1911	1,058,460	6	$\frac{2}{10}$	380 00	250 00	130 00
71	Franklin,	1911	5,065,217	11	$\frac{7}{10}$	1,400 00	—	1,400 00
	Wrentham,	1911	1,605,450	4	$\frac{3}{10}$	600 00	375 00	225 00
72	Clarksburg,	1912	299,414	6	$\frac{3}{10}$	540 00	375 00	165 00
	Florida,	1912	583,117	5	$\frac{2}{10}$	360 00	250 00	110 00
	Monroe,	1912	251,403	3	$\frac{2}{10}$	360 00	250 00	110 00
	Savoy,	1912	196,755	7	$\frac{3}{10}$	540 00	375 00	165 00
73	Blackstone,	1913	2,465,488	26	$\frac{9}{20}$	810 00	562 50	247 50
	Millville, ⁴	1917	—	—	$\frac{4}{20}$	360 00	250 00	110 00
	Seekonk,	1913	1,875,780	15	$\frac{7}{20}$	630 00	437 50	192 50
74	Bedford,	1915	1,988,789	5	$\frac{1}{2}$	480 00	250 00	230 00
	Stoneham,	1915	6,095,860	39	$\frac{4}{5}$	1,920 00	—	1,920 00
75	Boxford,	1916	1,353,713	6	$\frac{3}{10}$	570 00	375 00	195 00
	Middleton,	1916	923,994	4	$\frac{2}{10}$	380 00	250 00	130 00
	Wilmington,	1916	2,109,711	14	$\frac{5}{10}$	950 00	625 00	325 00

¹ Added in 1911.² Union No. 67 formed Sept. 20, 1909, by decree of State Board of Education.³ Added in 1916.⁴ A part of Blackstone made a town in 1916.

V. *Statistics of Superintendency Unions* — Concluded.

Superintendent's salary.	Superintendent of schools.	JOINT COMMITTEE.	
		Chairman.	Secretary.
\$1,800	Albert J. Chidester, Winchendon.	Robert Callahan, Winchendon.	Mrs. Elizabeth E. Keese, Ashburnham.
1,900	Austin R. Paull, Pepperell.	Rev. Dudley R. Child, Pepperell.	Frank S. Hamblin, Bolton.
2,100	Frank C. Johnson, Ayer.	Albert W. Hinds, West Boylston.	George H. Brown, Ayer.
1,800	Charles W. Walter, Pottersville.	John D. Hilton, Swansea.	Ira A. Hathaway, Somerset.
1,800	William L. Coggins, 25 James Street, New Bedford.	Dr. Charles A. Briggs, Assonet.	Frank A. Potter, Westport.
1,900	Ira A. Jenkins, Foxborough.	Willis M. Fuller, Plainville.	John E. Warren, Mansfield, R. F. D.
2,000	Leslie O. Cummings, Franklin.	Elbridge J. Whitaker, Wrentham.	George W. Wiggin, Franklin.
1,800	Arthur C. Harrington, North Adams, Box 83.	William J. Newman, Florida.	John Henderson (Briggsville), North Adams.
1,800	Harry E. Gardner, Blackstone.	Thomas F. Roche, Blackstone.	Henry W. Brown, Attleboro, R. F. D. No. 4.
2,400	Arthur B. Webber, Stoneham.	Dr. Ross K. Whiton, Bedford.	Walter Gorham, Stoneham.
1,900	James R. MacDougall, North Wilmington.	H. M. Horton, Wilmington.	George I. Erving, Middleton.

NOTE. — There were 233 towns in unions, — 214 State-aided, 22 not State-aided.

Of the foregoing unions, those numbered 22, 26, 38 and 51 were authorized by special acts of the Legislature.

VI. DATA REGARDING CERTIFICATION OF SUPERINTENDENTS OF SCHOOLS.

The Board of Education, as required by chapter 215 of the Acts of 1904, determines by examination or otherwise the qualifications of candidates for the position of superintendent of schools in a union.

In accordance with the above provision of law, the Board now issues preliminary and permanent certificates of eligibility to appointment to a position as superintendent of schools in a union. Full information regarding such certification is given in Circular of Information No. 6, 1915.

YEAR.	Number certificated.	YEAR.	Number certificated.
1904,	7	1911,	7
1905,	14	1912,	21
1906,	23	1913,	15
1907,	15	1914,	14
1908,	10	1915,	9
1909,	21	1916,	11
1910,	19		

The classes of certificates held are as follows: —

Permanent certificate,	1
Preliminary certificate,	41
Term certificate,	145

VII. DATA REGARDING HIGH SCHOOL PRINCIPALSHIPS, OCT. 1, 1916.

Group I. High Schools in cities and towns having over 10,000 population.

HIGH SCHOOL.	Principal.	Years' experience as principal or teacher previous to September, 1916.	Years as principal of this high school previous to September, 1916.	Salary for 1916-17.	Increase since October, 1915.	Membership of high school about Oct. 1, 1916.
Adams, . . .	Betts, Herman B., . . .	9	5	\$1,800	\$100	214
Arlington, . . .	Wallace, B. Holmes, . . .	15	-	2,300	-	650
Attleboro, . . .	Alexander, Wm. B., . . .	9	1	2,100	100	426
Beverly, . . .	Hurd, Benjamin S., . . .	38	31	2,500	-	1,000
Boston:—						
Brighton, . . .	Tupper, Frederic A., . . .	36	17	4,068	-	594
Charlestown, . . .	Evans, Georg W., . . .	30	10	4,068	-	550
Commerce, ¹ . . .	Downey, James E., . . .	18	6	4,068	144	1,750
Dorchester, . . .	Thomas, James E., . . .	37	5	4,068	144	2,420
East Boston, . . .	Eliot, John F., . . .	42	27	4,068	-	951
English, ¹ . . .	Snow, William B., . . .	32	1	3,492	144	2,297
Girls' High, ² . . .	Richardson, Myron W., . . .	27	5	4,068	144	2,123
Girls' Latin, ² . . .	Hapgood, Ernest G., . . .	15	6	4,068	144	732
Hyde Park, . . .	Earle, George W., . . .	25	7	3,348	144	718
Mechanic Arts, ¹ . . .	Parmenter, Charles W., . . .	39	22	4,068	-	1,065
Practical Arts, ² . . .	Weaver, Herbert S., . . .	32	9	4,068	-	770
Public Latin, ¹ . . .	Pennypacker, Henry, . . .	28	7	4,068	-	988
Roxbury, ² . . .	Laird, Raymond G., . . .	25	2	3,636	144	1,410
South Boston, . . .	Garland, Peter F., . . .	26	2	3,492	144	971
West Roxbury, . . .	Gallagher, Oscar C., . . .	20	2	3,636	144	861
Brockton, . . .	Getche l, Merle S., . . .	25	2	3,000	-	1,787
Brookline:—						
High, . . .	Akers, Winfred C., . . .	23	3	3,800	100	660
Practical Arts, . . .	Waldron, Chauncey W., . . .	6	3	2,800	-	60
Cambridge:—						
High and Latin, . . .	Cleveland, Leslie L., . . .	23	6	4,240 ³	120	2,200
Rindge Technical, ¹ . . .	Wood, John W., Jr., . . .	18	10	3,240	120	700
Chelsea, . . .	Gammons, Herman, . . .	11	1	2,500	100	646

¹ For boys.² For girls.³ Includes \$1,000 for managing afternoon session.

VII. *Data regarding High School Principalships, Oct. 1, 1916 —*
Continued.

Group I. High Schools in cities and towns having over 10,000 population —
Continued.

HIGH SCHOOL.	Principal.	Years' experience as principal or teacher previous to September, 1916.	Years as principal of this high school previous to September, 1916.	Salary for 1916-17.	Increase since October, 1915.	Membership of high school about Oct. 1, 1916.
Chicopee, . . .	Desmond, John J., Jr., .	7	3	\$2,600	-	335
Clinton, . . .	O'Toole, Lawrence F., .	6	3	1,800	-	265
Danvers, . . .	Spooner, William A., .	7	4	1,800	-	302
Dedham, . . .	Sprague, William D., .	20	3	2,300	\$100	361
Everett, . . .	Rockwood, Wilbur J., .	34	23	2,800	-	1,027
Fall River:—						
Durfee, . . .	Plummer, Frederic W., .	25	4	3,000	-	830
Technical, . . .	Kelly, Roy W., . . .	9	-	3,000 ¹	-	700
Fitchburg, . . .	Woodbury, Charles T., .	21	13	3,000	-	1,076
Framingham, . . .	Cushing, Walter H., . .	23	13	2,400	-	415
Gardner, . . .	Smith, Maurice B., . . .	20	5	1,920	-	458
Gloucester, . . .	Kimball, Elwell F., . .	16	2	2,300	-	800
Greenfield, . . .	Jewett, John V., . . .	6	1	2,000	200	375
Haverhill, . . .	Clow, Arlington I., . .	10	1	2,600	200	987
Holyoke, . . .	Conant, Howard, . . .	22	10	3,000	-	845
Lawrence, . . .	Horne, James D., . . .	29	22	4,000 ²	-	1,195
Leominster, . . .	Morse, Kenneth L., . . .	12	2	2,200	100	556
Lowell, . . .	Irish, Cyrus W., . . .	30	18	3,000	-	1,740
Lynn:—						
Classical, . . .	Mitchell, Fred C., . . .	15	1	2,850	150	560
English, . . .	Davis, George E., . . .	14	1	3,000	150	1,350
Malden, . . .	Jenkins, Thornton, . . .	18	2	2,600	200	1,185
Marlborough, . . .	MacDougall, William J. B.,	14	1	1,800	-	456
Medford, . . .	Howlett, James D., . . .	14	4	3,000	300	1,160
Melrose, . . .	Hulsman, Lorne B., . . .	11	5	2,500	-	725
Methuen, . . .	Adams, Walter S., . . .	8	2	1,600	-	200
Milford, . . .	FitzGerald, Christopher A.,	8	2	1,800	100	365
Natick, . . .	Montgomery, Edward L.,	18	2	1,850	-	316

¹ Does not include salary as principal of evening school.

² Includes \$1,000 for managing afternoon session.

VII. *Data regarding High School Principalships, Oct. 1, 1916 —*
Continued.

Group I. High Schools in cities and towns having over 10,000 population —
Continued.

HIGH SCHOOL.	Principal.	Years' experience as principal or teacher previous to September, 1916.	Years as principal of this high school previous to September, 1916.	Salary for 1916-17.	Increase since October, 1915.	Membership of high school about Oct. 1, 1916.
New Bedford, . .	Williams, G. Walter, . .	22	6	\$3,000	-	1,209
Newburyport, . .	Wells, Dana C., . .	18	2	1,800	-	440
Newton:—						
High, . . .	Adams, Enoch C., . .	40	19	3,500	-	915
Technical, . .	Palmer, Irving O., . .	29	6	3,500	-	605
North Adams, . .	Gadsby, Herbert H., . .	30	24	2,500	-	443
Northampton, . .	Roote, Clarence B., . .	37	28	1,900	-	325
Norwood, . . .	Cutler, Nathaniel A., . .	25	17	1,800	-	278
Peabody, . . .	Woodman, Willard W., . .	29	16	2,200	\$100	500
Pittsfield, . . .	Goodwin, William D., ¹ . .	28	7	1,800	-	910
Plymouth, . . .	Whiting, William C., . .	34	5	2,100	-	308
Quincy, . . .	Collins, Ernest L., . .	18	4	2,600	100	1,103
Revere, . . .	Morse, Frank P., . .	24	15	2,400	50	609
Salem, . . .	Bosshart, John H., . .	14	3	3,000	100	989
Saugus, . . .	Smith, Charles L., . .	9	-	1,700	-	271
Somerville, . . .	Avery, John A., . .	25	11	3,200	-	1,775
Southbridge, . .	Bosworth, Clarence W., . .	7	3	1,800	100	142
Springfield:—						
Central, . . .	Hill, William C., . .	22	6	3,600	-	848
Commerce, . .	Ellis, Carlos B., . .	24	6	3,600	-	970
Technical, . .	Warner, Charles F., . .	36	18	3,600 ²	-	1,000
Taunton, . . .	Ward, Fred U., . .	15	6	2,500	50	715
Wakefield, . . .	Howe, Charles H., . .	34	21	2,200	-	528
Waltham, . . .	Eaton, Willis L., . .	24	17	2,200	-	600
Watertown, . . .	Willard, Frederic R., . .	10	-	2,200	-	375
Webster, . . .	Lobban, James A., . .	17	13	2,300	100	216
Westfield, . . .	Kittredge, Herbert W., . .	36	26	2,600	-	373
West Springfield, . .	Cowing, William A., . .	10	-	2,000	-	359

¹ Acting principal.² Does not include salary as principal of evening high school.

VII. *Data regarding High School Principalships, Oct. 1, 1916 —*
Concluded.

Group I. High Schools in cities and towns having over 10,000 population —
Concluded.

HIGH SCHOOL	Principal.	Years' experience as principal or teacher previous to September, 1916.	Years as principal of this high school previous to September, 1916.	Salary for 1916-17.	Increase since October, 1915.	Membership of high school about Oct. 1, 1916.
Weymouth, . . .	Hilton, Frederick W., . .	20	5	\$2,000	\$100	376
Winchester, . . .	Curtis, Charles L., . . .	22	-	2,500	-	400
Winthrop, . . .	Clarke, Edward R., . . .	14	2	2,600	100	600
Woburn, . . .	Bean, Orel M., . . .	8	-	1,900	-	590
Worcester: —						
Classical, . . .	Goodwin, Edward R., . .	40	22	3,200	-	720
Commerce, . . .	Andrews, Calvin H., . .	23	-	3,000	-	1,162
North, . . .	Burbank, Charles E., . .	25	5	3,200	-	684
South, . . .	Woodward, Edward M., . .	30	13	3,200	-	700
High schools, 85.	Medians, . . .	22	5	\$2,600	-	700

Group II. High Schools in towns having less than 10,000 population and
over 5,000 population.

Abington, . . .	Hamlin, John F., . . .	15	-	\$1,500	-	265
Amesbury, . . .	Brown, Forrest, . . .	24	22	1,800	-	265
Amherst, . . .	Wingate, Frank T., . . .	21	-	2,000	-	280
Athol, . . .	Williams, Meredith G., . .	11	1	1,800	\$200	260
Belmont, . . .	Scott, Frank A., . . .	13	6	2,000	-	300
Blackstone, . . .	Masterson, Vincent P., . .	12	12	1,175	100	91
Braintree, . . .	Chapin, Lewis P., . . .	18	6	1,800	100	265
Bridgewater, . . .	Blake, Harry A., . . .	15	6	2,000	-	185
Canton, . . .	Cole, Roy E., . . .	6	4	1,800	100	187
Chelmsford: —						
Center, . . .	Holbrook, Charles A., . .	40	5	1,200	-	74
North, . . .	Merrill, Evan W. D., . .	14	-	1,200	-	87
Concord, . . .	Goddard, Warren B., . .	22	-	1,800	-	440

VII. *Data regarding High School Principalships, Oct. 1, 1916 — Continued.*

Group II. High schools in towns having less than 10,000 population and over 5,000 population — Continued.

HIGH SCHOOL.	Principal.	Years' experience as principal or teacher previous to September, 1916.	Years as principal of this high school previous to September, 1916.	Salary for 1916-17.	Increase since October, 1915.	Membership of high school about Oct. 1, 1916.
Dartmouth:—						
Central, . . .	Canney, Herbert C., . .	15	4	\$1,000	—	27
North, ¹ . . .	Goodwin, Harry S., . .	2	—	900	—	26
South, ¹ . . .	Anderson, James G., . .	2	1	1,050	\$50	33
Easthampton, . .	Boak, Edward K., . .	10	7	1,700	—	172
Easton, . . .	Phipps, Harrie J., . .	13	5	1,800	—	187
Fairhaven, . . .	Kimball, Albert B., . .	26	10	2,200	—	255
Franklin, . . .	Lamb, Charles B., . .	9	2	1,500	100	192
Grafton, . . .	Macklin, Paul M., . .	9	3	1,750	—	91
Great Barrington, .	Ruff, Arthur W., . .	9	—	1,800	—	243
Hingham, . . .	Andrews, Walter E., . .	25	2	2,500	—	225
Hudson, . . .	Williams, Charles A., . .	26	19	1,650	50	224
Ipswich, . . .	Marston, John P., . .	43	21	1,800	300	206
Lexington, . . .	Carver, Arthur H., . .	14	3	2,750	250	252
Ludlow, . . .	Gushee, Mrs. Helen M., .	27	11	1,100	—	42
Mansfield, . . .	Hadlock, Fred H., . .	16	10	1,600	—	171
Marblehead, . .	Campbell, George P., . .	16	9	1,900	100	235
Maynard, . . .	Bates, Horace F., . .	17	—	1,450	—	165
Middleborough, . .	Sampson, Walter, . .	30	26	2,300	—	270
Millbury, . . .	Keyes, Charles H., . .	8	3	1,750	50	156
Milton, . . .	Fowler, Burton P., . .	9	—	2,500	—	320
Montague, . . .	Keating, Joseph S., . .	10	1	1,900	100	250
Needham, . . .	Merry, Bion C., . .	12	—	1,800	—	185
North Andover, . .	Dame, Dana P., . .	36	5	2,200 ²	—	136
North Attleborough, .	Peterson, Charles J., . .	9	2	2,000	200	198
Northbridge, . .	Holt, Frank E., . .	6	4	1,600	—	151
Orange, . . .	Dexter, Arthur L., . .	14	4	1,650	—	190
Palmer, . . .	Hurley, John E., . .	3	2	1,600	50	155
Reading, . . .	Safford, Adelbert L., . .	29	3	3,000	200	340

¹ Not a four-year high school.

² Includes salary as superintendent.

VII. *Data regarding High School Principalships, Oct. 1, 1916 — Continued.*

Group II. High schools in towns having less than 10,000 population and over 5,000 population — Concluded.

HIGH SCHOOL.	Principal.	Years' experience as principal or teacher previous to September, 1916.	Years as principal of this high school previous to September, 1916.	Salary for 1916-17.	Increase since October, 1916.	Membership of high school about Oct. 1, 1916.
Rockland, . . .	Roberts, Alberti, . . .	6	1	\$1,600	\$100	250
South Hadley, . . .	Sylvester, Charles B., . . .	10	3	1,500	-	140
Spencer, . . .	Agard, Irving H., . . .	7	1	1,500	100	109
Stoneham, . . .	Emerson, Charles J., . . .	28	21	2,000	-	310
Stoughton, . . .	Wyeth, Stimson, . . .	3	1	1,500	-	190
Swampscott, . . .	Low, George W., . . .	14	-	2,200	-	268
Walpole, . . .	Nickerson, Paul S., . . .	2	-	1,400	-	240
Ware, . . .	Smith, Nathan R., . . .	21	9	1,800	-	145
Wareham, . . .	Dunn, Howard W., Jr., . . .	5	-	1,400	-	120
Wellesley, . . .	Davis, Joseph A., . . .	8	-	2,200	-	202
Westborough, . . .	Grindle, Thomas S., . . .	4	-	1,200	-	170
Whitman, . . .	Tudbury, Chester W., . . .	13	3	1,800	-	236
Winchendon, . . .	Boutelle, Arthur M., . . .	14	4	2,000	-	184
High schools, 53.	Medians, . . .	13	3	\$1,800	-	190

Group III. High schools in towns having less than 5,000 population and having 500 families.

Ashland, . . .	Haskell, Charles L., . . .	6	3	\$1,450	\$50	78
Avon, . . .	Snow, Edward H., . . .	2	2	1,150	100	90
Ayer, . . .	Gleason, Ernest M., . . .	18	5	1,500	-	121
Barnstable:—						
Cotuit, . . .	Sanderson, Burton W., . . .	13	4	1,000	-	28
Hyannis, . . .	Boody, Louis M., . . .	23	20	1,600	-	118
Barre, . . .	Johndroe, Standage G., . . .	7	-	1,500	-	87
Belchertown, . . .	Allen, Thomas, . . .	16	3	1,200	-	42
Billerica, . . .	Vining, Eugene C., . . .	18	15	1,900 ¹	100	115
Bourne, . . .	Weeks, Irving C., . . .	16	1	1,350	-	62
Brookfield, . . .	Strong, William M., . . .	1	-	1,150	-	46

¹ Includes salary as superintendent.

VII. *Data regarding High School Principalships, Oct. 1, 1916 — Continued.*

Group III. High schools in towns having less than 5,000 population and having 500 families — Continued.

HIGH SCHOOL.	Principal.	Years' experience as principal or teacher previous to September, 1916.	Years as principal of this high school previous to September, 1916.	Salary for 1916-17.	Increase since October, 1915.	Membership of high school about Oct. 1, 1916.
Chatham, . . .	Parks, Samuel R., . . .	9	1	\$1,200	\$100	50
Cohasset, . . .	Lary, Stanley C., . . .	16	13	2,000 ¹	—	129
Dalton, . . .	Jackman, Ernest D., . . .	7	2	1,550	150	106
Dennis, . . .	Guild, Charles A., . . .	30	2	1,100	—	50
Dudley, ² . . .	Jacobs, Charles F., . . .	29	2	1,200	50	33
Duxbury, . . .	Hartford, Alton H., . . .	10	5	1,300	100	56
East Bridgewater, . . .	Nutter, William J., . . .	10	8	1,500	100	137
Falmouth, . . .	Howland, George W., . . .	18	7	1,500	—	119
Foxborough, . . .	Burnell, Floyd W., . . .	8	2	1,550	50	131
Groton, . . .	Burton, John A., . . .	13	2	1,400	50	77
Groveland, . . .	Marston, Harold P., . . .	5	2	1,400	200	104
Hadley, . . .	Reed, James P., . . .	6	5	1,600	100	90
Hanover, . . .	Hall, Wallace S., . . .	8	1	1,150	50	54
Hardwick, . . .	Gilbert, William H., . . .	7	2	1,700	100	106
Harwich, . . .	Kinder, Roland H., . . .	1	—	1,000	—	61
Holbrook, . . .	Kierstead, Fred H., . . .	2	—	1,250	—	116
Holden, . . .	Gray, Claude A., . . .	4	1	1,400	100	95
Holliston, . . .	Maloney, Earle F., . . .	5	3	1,200	50	114
Hopedale, . . .	Johnson, Arthur C., . . .	21	8	1,800	50	54
Hopkinton, . . .	Supple, Miss Mary A., . . .	15	15	1,050	50	76
Kingston, . . .	Merrill, Lee S., . . .	7	5	1,200	—	76
Lancaster, . . .	Rollins, Arthur S., . . .	6	3	2,200 ¹	—	47
Lee, . . .	Mulry, Edward J., . . .	6	—	1,600	—	119
Leicester, . . .	Jordan, James L., . . .	8	2	1,500	100	76
Lenox, . . .	Kane, Thomas F., . . .	9	2	1,700	100	96
Manchester, . . .	Savary, Charles P., . . .	11	—	1,500	—	87
Marshfield, . . .	Fuller, Warren C., . . .	2	1	1,000	100	49
Medway, . . .	Williams, Joel C., . . .	4	1	1,150	50	69
Merrimac, . . .	Putney, Clifton C., . . .	10	3	1,200	—	68

¹ Includes salary as superintendent.

² Not a four-year high school.

VII. *Data regarding High School Principalships, Oct. 1, 1916 — Continued.*

Group III. High schools in towns having less than 5,000 population and having 500 families — Concluded.

HIGH SCHOOL.	Principal.	Years' experience as principal or teacher previous to September, 1916.	Years as principal of this high school previous to September, 1916.	Salary for 1916-17.	Increase since October, 1915.	Membership of high school about Oct. 1, 1916.
Nantucket, . . .	Tirrell, Edwin S., . .	31	3	\$1,500	-	114
North Brookfield, .	Sibley, Clarence E., . .	18	2	1,700	\$100	72
Norton, . . .	Thibodeau, Earle T., . .	5	2	1,200	-	62
Oxford, . . .	Cole, Elijah D., . .	10	3	1,500	75	99
Pepperell, . . .	Whitmarsh, Dudley L., .	21	3	1,450	-	106
Provincetown, . . .	Hills, Aubrey F., . .	6	1	1,300	100	108
Randolph, . . .	Chapin, Frederick E., .	31	19	1,450	50	153
Rockport, . . .	Woodward, William A., .	29	10	1,200	-	160
Scituate, . . .	Vail, Guy W., . .	5	3	1,500	100	97
Sharon, . . .	Ames, Vernon S., . .	11	3	1,500	-	84
Shrewsbury, . . .	Cunningham, Edward F.,	18	-	1,200	-	62
Somerset, . . .	Curtis, William E., . .	2	1	1,200	200	63
Sutton, . . .	Schnier, Edwin J., . .	3	3	900	-	45
Templeton, . . .	Nelson, Chesley W., . .	6	3	1,450	50	103
Townsend, . . .	Ross, Charles J., . .	22	3	1,250	50	67
Upton, . . .	Cole, Arthur R. C., . .	4	-	1,100	-	57
Uxbridge, . . .	Wentworth, Marshall, .	22	4	1,500	100	75
Warren, . . .	Blackburn, Alexander M.,	14	1	1,550	50	156
Wayland, . . .	Moore, William H., . .	10	5	1,450	-	62
Westford, . . .	Roudenbush, William C.,	18	4	1,500	-	53
Weston, . . .	Eaton, Charles M., . .	26	21	2,400 ¹	-	83
Westport, ² . . .	Easter, Robert S., . .	1	1	800	-	27
Williamstown, . . .	Howard, Will R., . .	29	5	1,500	-	150
Wilmington, . . .	Allen, William F., . .	14	-	1,400	-	109
High schools, 63.	Medians, . . .	10	3	\$1,450	-	83

¹ Includes salary as superintendent of schools.

² Not a four-year high school.

VII. *Data regarding High School Principalships, Oct. 1, 1916—*
Continued.

Group IV. High schools in towns having less than 500 families.

HIGH SCHOOL.	Principal.	Years' experience as principal or teacher previous to September, 1916.	Years as principal of this high school previous to September, 1916.	Salary for 1916-17.	Increase since October, 1916.	Membership of high school about Oct. 1, 1916.
Ashby,	Farnum, Ralph B., . . .	1½	—	\$850	—	40
Ashfield,	Hemman, Lawrence M., . .	7	2	1,100	—	52
Bernardston,	Phelps, Lyman B., . . .	8	4	1,200	—	35
Bolton,	Baker, J. Murray, . . .	8	2	850	—	11
Brewster,	Douglass, Raymond D., . .	—	—	900	—	19
Brimfield,	Kenney, George F., . . .	25	10	1,600	—	59
Carver,	Merrifield, Miss Viola L., .	5	2	1,050	\$50	29
Charlemont,	Pratt, Ernest W., . . .	1	—	1,000	—	37
Charlton,	Genthner, Sylvan B., . . .	5	1	950	50	38
Chester,	Loomis, Beulah S., . . .	3	—	800	—	72
Conway,	Penniman, Thomas K., . .	1	—	800	—	31
Douglas,	Peltier, Louis J., . . .	4	—	1,000	—	19
Dover,	Bryant, Carl R., . . .	12	3	1,500	50	38
Edgartown,	Bachelor, John H., . . .	4	2	1,000	100	31
Essex,	Hunt, Harold D., . . .	—	—	900	—	53
Granby,	Smith, Charles H., . . .	3	—	850	—	11
Hamilton,	Mitchell, Nelson S., . . .	11	2	1,200	—	66
Huntington,	Geer, Wayne E., . . .	7	2	1,000	—	37
Littleton,	Greenfield, M. Leroy, . .	7	1	1,300	200	55
Lunenburg,	Harwood, Joseph A., . . .	4	1	1,075	75	39
Medfield,	Taylor, Ralph W., . . .	5	4	1,600	100	87
Mendon,	Steward, C P., . . .	9	—	900	—	33
Millis,	Howard, John J., . . .	11	1	1,300	40	59
Nahant, ¹	Chester, John D. W., . .	16	3	1,700 ²	—	30
New Marlborough,	Spaulding, Frederic H., . .	—	—	700	—	25
New Salem,	Bowdish, Luman R., . . .	29	—	900	—	20
Northborough,	Beatley, Bancroft, . . .	—	—	1,050	—	60
Northfield,	Baillie, Charles R., . . .	1	1	900	100	85
Norwell,	Kimball, George E., . . .	8	—	1,000	—	57

¹ Not a four-year high school.

² Includes salary as superintendent of schools.

VII. *Data regarding High School Principalships, Oct. 1, 1916 —*
Concluded.

Group IV. High schools in towns having less than 500 families —
Concluded.

HIGH SCHOOL.	Principal.	Years' experience as principal or teacher previous to September, 1916.	Years as principal of this high school previous to September, 1916.	Salary for 1916-17.	Increase since October, 1915.	Membership of high school about Oct. 1, 1916.
Oak Bluffs, . . .	Leonard, Alpha F., . .	12	1	\$1,400	\$200	32
Orleans, . . .	Stewart, Herbert D., . .	15	8	1,425	25	63
Pembroke, . . .	Baker, Miss Mary L., . .	1	1	900	100	46
Petersham, . . .	Orcutt, Leslie W., . . .	5	1	1,100	100	32
Plainville, . . .	Zirngiebel, Frank W., . .	2	-	1,200	-	35
Princeton, ¹ . . .	Pethybridge, Charles E., .	10	-	1,000	-	23
Rutland, . . .	Risley, Charles H., . . .	4	-	1,000	-	36
Sandwich, . . .	Alden, Lester F., . . .	8½	-	1,200	-	49
Sheffield, . . .	Tabor, Aubrey W., . . .	1½	-	850	-	40
Shelburne, . . .	Vose, James W., . . .	13	1	1,650	150	155
Sherborn, . . .	Hempel, Edward C., . . .	7	3	1,200	100	36
Southborough, . .	McSherry, Henry J., . .	5	4	1,300	-	77
Sterling, . . .	Benedict, Herbert W., . .	4	-	900	-	40
Stockbridge, . . .	Edwards, Miss Grace L., .	12	6	1,300	-	68
Stow, . . .	Simmons, Frederick J., . .	10	4	1,200	-	45
Sudbury, . . .	Green, Everett W., . . .	4	-	950	-	33
Tisbury, . . .	Dunlap, James A., . . .	9	2	1,308	18	65
Topsfield, . . .	Lyman, Warren B., . . .	7	2	1,350	50	31
Wellfleet, . . .	White, Carl M., . . .	1	-	800	-	36
West Boylston, . .	Murdock, George F., . .	27	5	1,400	-	30
Westminster, . . .	Baker, Lucas L., . . .	23	6	900	-	55
West Newbury, . .	Page, John C., . . .	8	2	1,300	100	49
Williamsburg, . .	Larkin, Edward P., Jr., .	8	6	1,000	-	65
Wrentham, . . .	Richert, George D., . . .	5	2	1,200	-	46
Yarmouth, . . .	Howes, Howard W., . . .	10	6	1,200	-	55
High schools, 54.	Medians, . . .	7	1	\$1,050	-	40

¹ Not a four-year high school.

VIII. DATA REGARDING HIGH SCHOOL LIBRARIES OCCUPYING ROOMS USED EXCLUSIVELY FOR LIBRARY PURPOSES, 1915-16.

HIGH SCHOOL.	Pupils in high school.	Seating capacity of library.	Titles, exclusive of textbooks.	Approximate number of pupils using library daily.	Person in charge.	Is there co-operation with public library?	Is systematic instruction given in use of reference books?	Approximate annual expenditure for library.
Adams, . . .	207	24	100	20	-	Yes	Yes	-
Amherst, . . .	259	18	400	-	-	Yes	No	Variable
Arlington, . . .	646	40	1,739	30-70	Teacher	No	No	-
Attleboro, . . .	434	30	600	70	Teacher	Yes	Yes	Variable
Beverly, . . .	950	20	1,200	25	Teacher	Yes	No	\$100
Boston: —								
Commerce, . . .	1,656	40	850	-	-	Yes	No	\$40-\$100
Dorchester, . . .	2,390	40	2,650	-	Teacher	Yes	Occasional	\$100
East Boston, . . .	737	32	831	40	Teacher	Yes	No	Variable
Girls' Latin, . . .	704	25	1,800	50	Teacher	Yes	No	\$100
Practical Arts, . . .	834	60	796	-	Teacher	Yes	Occasional	\$400
South Boston, . . .	1,049	40	2,060	100	Teacher	Yes	No	Variable
Bourne, . . .	60	8	500	-	Teacher	Yes	Yes	-
Brockton, . . .	1,767	35	1,361	25-30	Teacher	Yes	Yes	\$100
Canton, . . .	201	10	200	-	-	-	No	-
Chelsea, . . .	996	36	900	40-50	Teacher	-	-	-
Chicopee, . . .	314	20	1,600	30	Teacher	Yes	No	Variable
Clinton, . . .	-	8	320	-	-	Very little	No	Variable
Concord, . . .	505	35	100	250	Teacher	Yes	Very little	\$15
Easthampton, . . .	225	4	60	20	-	Yes	No	None
Everett, . . .	1,050	12	750	-	Teacher	Very little	Occasional	Variable
Fall River: —								
Durfee, . . .	812	20	2,000	-	Teacher	Some	No	\$5
Technical, . . .	725	35	50	-	Teacher	Yes	No	-
Fitchburg, . . .	1,089	30	1,851	20-30	Librarian	Yes	No	\$25-\$30
Framingham, . . .	429	35	1,300	75	Librarian	Very much	Yes	\$25
Gardner, . . .	420	30	-	90	-	-	-	Variable
Haverhill, . . .	900	31	2,500	75-100	Librarian	Yes	-	\$100
Holyoke, . . .	964	30	1,000	100-150	Librarian	Yes	Yes	Variable
Hopedale, . . .	53	8	200	4	Teacher	Yes	-	-
Hudson, . . .	260	20	200	40	Teacher	Yes	-	\$20
Leominster, . . .	550	30	1,000	30-50	Pupil	Yes	No	-

VIII. *Data regarding High School Libraries occupying Rooms used exclusively for Library Purposes, 1915-16 — Concluded.*

HIGH SCHOOL.	Pupils in high school.	Seating capacity of library.	Titles, exclusive of textbooks.	Approximate number of pupils using library daily.	Person in charge.	Is there co-operation with public library?	Is systematic instruction given in use of reference books?	Approximate annual expenditure for library.
Lynn, Classical, .	1,559	40	-	50-100	Teacher	-	No	\$150
Malden, . . .	1,174	70	1,500	6-15	Teacher	Yes	No	None
Marblehead, . .	225	24	200	- ¹	Teacher	Some	No	Variable
Melrose, . . .	730	25	2,000	40	Teacher	Some	-	Variable
Methuen, . . .	240	25	-	-	-	-	No	None
Milford, . . .	305	15	800	25	Pupil	No	No	\$100-\$150
New Bedford, . .	1,112	50	460	300	Teacher	Yes	No	-
Newton: —								
High, . . .	934	40	3,963	100	Teacher	Yes	-	\$200
Technical, . .	750	60	2,000	50	Librarian	Very much	Yes	\$300
Northampton, . .	348	12	-	-	-	-	-	-
Palmer, . . .	171	12-15	30	6-10	-	Yes	No	\$40-50
Quincy, . . .	1,040	25	1,000	200	Clerk	Yes	Some	\$50
Rockland, . . .	266	20	100	-	Pupils	None	None	None
Salem, Classical and High School.	968	60	1,200	200	Teacher	Yes	Yes	\$100
Sheffield, . . .	48	6-8	100	6-10	-	Some	-	-
Somerville, . . .	2,100	40	1,926	150	Librarian	Very much	Some	Variable
Springfield: —								
Central, . . .	846	40	1,364	2	Teacher	Yes	Yes	Variable
Commerce, . .	852	50	-	-	-	-	-	-
Stoneham, . . .	328	30	1,200	-	Teacher	Yes	Yes	-
Swampscott, . . .	280	12	1,000	-	Teacher	No	No	Variable
Taunton, . . .	651	30	810	120	Librarian	Yes	No	Variable
Waltham, . . .	668	32	730	-	Teacher	Yes	No	Variable
Wareham, . . .	125	40	1,000	50	Teacher	Yes	Some	\$100
Watertown, . . .	252	30	500	120	Teacher	Yes	Some	\$25
Westfield, . . .	392	25	500	-	-	Yes	Yes	\$60
Weston, . . .	79	6	-	-	-	Some	-	\$75
Weymouth, . . .	371	12	900	15-20	Teacher	Some	-	Variable
Winchester, . . .	397	30	977	50	Teacher	No	Some	\$50
Worcester, South,	720	30	1,600	100	Clerk	-	-	\$75

¹ Not many.

IX. LIST OF FOUR-YEAR HIGH SCHOOLS¹ APPROVED BY THE BOARD OF EDUCATION FOR THE PRIVILEGE OF CERTIFICATION TO STATE NORMAL SCHOOLS FOR 1916.

[This list does not include schools that had the certification privilege on the ground that they had been approved by the New England College Entrance Certificate Board.]

* Amesbury.	Edgartown.	Pembroke.
Ashby.	Essex.	Petersham.
Ashfield.	Fall River, Technical.	Plainville.
Avon.	Franklin.	Randolph.
Barnstable, Hyannis.	Great Barrington.	Reading.
Billerica.	Hamilton.	Sherborn.
Boston, High School of Commerce.	Hardwick.	Shirley.
Boston, High School of Practical Arts.	Harwich.	Shrewsbury.
Bourne.	Holbrook.	Somerset.
Braintree.	Holden.	Southborough.
Brewster.	Hopedale.	South Hadley.
Brookfield.	Hopkinton.	Sterling.
Cambridge, Rindge Technical.	Huntington.	Stockbridge.
Canton.	Ipswich.	Stow.
Carver.	Kingston.	Sutton.
Charlemont.	Lancaster.	Templeton.
Charlton.	Lenox.	Tisbury.
Chatham.	Littleton.	Topsfield.
Chelmsford, Center.	Ludlow.	Walpole.
Chelmsford, North.	Lunenburg.	Watertown.
Cohasset.	Medfield.	Wayland.
Dartmouth, Center.	Mendon.	Westborough.
Dennis.	Merrimac.	West Boylston.
Douglas.	Millbury.	Westford.
Dover.	Millis.	Westminster.
Duxbury.	New Salem.	West Newbury.
East Bridgewater.	Northborough.	Weston.
Easton.	Northfield.	Williamsburg.
	Oak Bluffs.	Wilmington.
	Orleans.	Worcester, North.
	Oxford.	Yarmouth.

¹ The Dudley Junior High School also had the privilege of certificating work done in that school.

X. DATA REGARDING STATE REIMBURSEMENT FOR HIGH SCHOOL TUITION AND TRANSPORTATION.

This table shows reimbursements for the school year 1915-16 for high school tuition (under section 3, chapter 42, Revised Laws, as amended by chapter 433, Acts of 1902, and chapter 537, Acts of 1911) and for high school transportation (under chapter 396, Acts of 1913).

NOTE. — In case the town is reimbursed only one half its expenditures for tuition or transportation, the amount of such reimbursement is indicated by an asterisk.

TOWN.	TOTAL NUMBER OF PUPILS FROM EACH TOWN REIMBURSED FOR EXPENDITURES FOR —		High schools attended.	REIMBURSEMENT FOR TUITION.			REIMBURSEMENT FOR TRANSPORTATION.		Total amount re-imbursed by State for tuition and transportation.
	Tuition.	Trans- portation.		Number of pupils attending each high school.	Rate per year.	Amounts re-imbursed.	Number of pupils attending each high school.	Amounts re-imbursed.	
Acushnet,	32	31	Fairhaven,	24	\$75 00	\$870 00*	23	\$710 25	\$2,032 50
Alford,	9	9	New Bedford,	8	75 00	243 75*	8	208 50	
Becket,	27	27	Great Barrington,	9	54 00	429 30	9	477 00	906 30
			Chester,	10	60 00	549 00	10	483 92	3,035 40
			Lee,	1	50 00	50 00	1	20 25	
			Springfield (Central),	1	100 00	80 00	1	42 80	
			Springfield (Commerce),	4	100 00	400 00	4	215 62	
			Springfield (Technical),	2	100 00	200 00	2	75 90	
			Westfield,	8	60 00	432 00	8	366 00	
			West Springfield,	1	60 00	60 00	1	60 00	
Bedford,	—	40	Concord,	—	—	—	37	314 97	360 00
			Lexington,	—	—	—	3	45 03	
Bellingham,	29	29	Franklin,	15	40 00	216 50*	14	171 85	844 70
			Milford,	14	40 00	255 50*	15	200 85	
Berkley,	26	29	Fall River (Technical),	2	75 00	112 50	2	42 00	2,238 75
			Taunton,	24	60 00	1,380 00	27	704 25	
Berlin,	27	29	Clinton,	17	60 00	791 95	19	171 88	1,462 83
			Hudson,	10	40 00	370 00	10	129 00	

Blandford,	6	6	Chester,	2	60 00	120 00	2	60 00*	617 00
			Huntington,	1	60 00	60 00	1	30 00*	
			Springfield (Technical),	2	100 00	200 00	2	57 00*	
			Westfield,	1	60 00	60 00	1	30 00*	
Boxborough,	7	10	Concord,	7	80 00	560 00	7	158 60	788 80
			Harvard,	-	-	-	3	70 20	
Boylston,	18	20	Clinton,	6	60 00	357 00	7	99 25	1,435 20
			Worcester (Classical),	4	70 00	280 00	4	63 00	
			Worcester (Commerce),	5	70 00	350 00	6	89 25	
			Worcester (North),	2	70 00	140 00	2	36 60	
			Worcester (South),	1	70 00	17 50	1	2 60	
Buckland,	46	-	Ashfield,	4	60 00	95 00*	-	-	1,285 00
			Shelburne,	42	60 00	1,190 00*	-	-	
Burlington,	31	-	Lexington,	4	60 00	229 28	-	-	1,576 78
			Woburn,	27	50 00	1,347 50	-	-	
Carlisle,	25	24	Chelmsford (Center),	1	50 00	50 00	-	-	2,802 00
			Concord,	23	80 00	1,767 00	23	1,000 00	
			Lowell,	1	60 00	60 00	1	15 00	
Cheshire,	35	36	Adams,	35	36 00	1,194 00	36	743 00	1,937 00
			Williamsburg,	6	50 00	250 00	5	250 50	500 50
Chesterfield,	6	5	North Adams,	30	45 00	1,245 00	-	-	1,245 00
Clarksburg,	30	-	Greenfield,	1	40 00	40 00	3	123 00	2,563 25
Colrain,	28	30	Shelburne,	27	60 00	1,540 00	27	866 25	
Cummington,	14	16	Ashfield,	2	60 00	120 00	4	133 50	1,537 50
			Dalton,	3	{ 36 00 } { 40 00 }	106 00	3	133 50	
			Northampton,	2	65 00	130 00	2	93 00	
			Springfield (Central),	1	100 00	80 00	1	10 50	
			Springfield (Technical),	6	100 00	507 50	6	223 50	
Dana,	10	12	Athol,	5	40 00	167 00	8	58 93*	500 68
			Barre,	1	50 00	46 25	1	28 50*	
			Hardwick,	1	50 00	50 00	1	29 25*	
			New Salem,	2	40 00	20 50	1	20 25*	
			Petersham,	1	50 00	50 00	1	30 00*	

X. Data regarding State Reimbursement for High School Tuition and Transportation — Continued.

TOWN.	TOTAL NUMBER OF PUPILS FROM EACH TOWN REIMBURSED FOR EXPENDITURES FOR —		High schools attended.	REIMBURSEMENT FOR TUITION.			REIMBURSEMENT FOR TRANSPORTATION.		Total amount re-imbursed by State for tuition and transportation.
	Tuition.	Transportation.		Number of pupils attending each high school.	Rate per year.	Amounts re-imbursed.	Number of pupils attending each high school.	Amounts re-imbursed.	
Dunstable,	15	14	Chelmsford (North), Concord, Pepperell,	4 7 4	\$50 00 80 00 60 00	\$200 00 512 00 159 00	4 6 4	\$108 00* 116 50* 78 00*	\$1,173 50
Eastham,	17	17	Orleans,	17	60 00	921 00	17	320 00*	1,241 00
East Longmeadow,	57	59	Springfield (Central), Springfield (Commerce), Springfield (Technical),	9 23 25	100 00 100 00 100 00	395 00* 1,018 75* 1,095 00*	10 23 26	80 75 305 60 252 60	3,147 70
Egremont,	11	—	Great Barrington,	11	54 00	529 20	—	—	529 20
Enfield,	21	20	Athol, Belchertown,	16 5	40 00 70 00	525 00 150 50	16 4	577 30 127 50	1,380 30
Erving,	23	23	Athol, Greenfield, Montague, Orange,	3 3 15 2	40 00 40 00 40 00 40 00	50 00* 60 00* 278 00* 40 00*	3 3 15 2	52 00 72 00 333 60 40 00	925 60
Florida,	3	—	North Adams,	3	45 00	120 00	—	—	120 00
Freetown,	21	21	Fall River (Durfee), Fall River (Technical), New Bedford,	3 6 12	75 00 75 00 75 00	84 38* 225 00* 318 75*	3 6 12	53 40 140 00 272 27	1,093 80
Gill,	28	11	Barnardston, Montague, Northfield,	4 22 2	30 00 40 00 45 00	120 00 728 00 90 00	4 5 2	232 50 223 50 120 00	1,514 00
Granville,	14	12	Springfield (Commerce), Westfield,	3 11	100 00 60 00	300 00 633 00	3 9	168 00 513 00	1,614 00

X. Data regarding State Reimbursement for High School Tuition and Transportation — Continued.

TOWN.	TOTAL NUMBER OF PUPILS FROM EACH TOWN REIMBURSED FOR EXPENDITURES FOR —		High schools attended.	REIMBURSEMENT FOR TUITION.			REIMBURSEMENT FOR TRANSPORTATION.		Total amount re-imbursed by State for tuition and transportation.
	Tuition.	Transportation.		Number of pupils attending each high school.	Rate per year.	Amounts re-imbursed.	Number of pupils attending each high school.	Amounts re-imbursed.	
Leyden,	7	7	Barnardston, Greenfield, North Adams,	4 2 1	\$30 00 40 00 45 00	\$116 25 60 00 45 00	4 2 1	\$205 50 52 50 21 00	\$500 25
Lynnfield,	32	33	Lynn (Classical), Lynn (English), Peabody, Wakefield,	1 1 4 26	100 00 100 00 50 00 50 00	50 00* 50 00* 97 50* 596 25*	1 1 5 26	10 00* 10 00* 24 50* 238 50*	1,076 75
Mashpee,	4	-	Barnstable (Cotuit),	4	{ 40 00 } 80 00	201 00	-	-	201 00
Middlefield,	12	12	Brimfield, Chester, Dalton, Springfield (Commerce),	1 9 1 1	60 00 60 00 { 36 00 } 40 00 100 00	60 00 520 50 38 00 30 00	1 9 1 1	58 50 488 00 60 00 18 00	1,273 00
Middleton,	28	-	Danvers,	28	50 00	1,350 00	-	-	1,350 00
Monroe,	1	-	Charlмонт,	1	60 00	60 00	-	-	60 00
Monterey,	2	-	Great Barrington, Pittsfield,	1 1	54 00 50 00	54 00 50 00	- -	- -	104 00
Montgomery,	5	-	Huntington, Westfield,	2 3	60 00 60 00	85 50 180 00	- -	- -	265 50
New Ashford,	1	1	Pittsfield,	1	50 00	50 00	1	50 00	100 00
New Braintree,	21	20	Barre, Hardwick, North Brookfield,	1 18 2	50 00 50 00 40 00	50 00 900 00 80 00	1 17 2	50 40 938 40 113 10	2,131 90

Newbury,	13	10	Newburyport,	13	65 00	352 52*	10	58 50*	411 02
Norfolk,	33	33	Franklin,	11	40 00	193 00*	11	176 70	1,319 15
			Walpole,	22	50 00	538 75*	22	410 70	
North Reading,	45	49	Reading,	45	60 00	2,412 00	49	172 83*	2,584 83
Oakham,	16	17	Barre,	7	50 00	350 00	8	423 00	1,725 10
			Hardwick,	6	50 00	300 00	6	349 50	
			Holden,	2	50 00	100 00	2	113 50	
			North Brookfield,	1	40 00	40 00	1	47 10	
Otis,	5	4	Lee,	4	50 00	200 00	3	85 50*	341 50
			Pittsfield,	1	50 00	50 00	1	6 00*	
Paxton,	21	23	Leicester,	1	50 00	50 00	1	60 00	2,622 60
			Spencer,	1	40 00	40 00	1	60 00	
			Worcester (Classical),	6	70 00	420 00	6	388 20	
			Worcester (Commerce),	13	70 00	892 50	15	741 90	
Pelham,	14	-	Amherst,	14	35 00	465 50	-	-	465 50
Peru,	4	3	Dalton,	2	{ 35 00 } 40 00 }	72 00	2	58 00	195 00
			Pittsfield,	2	50 00	50 00	1	15 00	
Phillipston,	15	15	Athol,	13	40 00	520 00	13	332 50	1,051 00
			Templeton,	2	40 00	80 00	2	118 50	
Plainfield,	2	2	Northampton,	2	65 00	130 00	2	120 00	250 00
Plympton,	7	7	Kingston,	2	50 00	100 00	2	22 80*	455 43
			Middleborough,	4	55 00	188 38	4	82 50*	
			Whitman,	1	40 00	40 00	1	21 75*	
Prescott,	2	1	Athol,	1	40 00	31 00	1	21 20*	102 20
			Hardwick,	1	50 00	50 00	-	-	
Raynham,	37	37	Bridgewater,	3	50 00	100 00	3	34 00	2,780 00
			Brockton,	3	80 00	240 00	3	80 00	
			Easton (North),	1	40 00	40 00	1	4 00	
			Taunton,	30	60 00	1,770 00	30	512 00	

X. Data regarding State Reimbursement for High School Tuition and Transportation — Continued.

TOWN.	TOTAL NUMBER OF PUPILS FROM EACH TOWN REIMBURSED FOR EXPENDITURES FOR —		High schools attended.	REIMBURSEMENT FOR TUITION.			REIMBURSEMENT FOR TRANSPORTATION.		Total amount re-imbursed by State for tuition and transportation.
	Tuition.	Transportation.		Number of pupils attending each high school.	Rate per year.	Amounts re-imbursed.	Number of pupils attending each high school.	Amounts re-imbursed.	
Rehoboth,	31	30	Attleborough, Fall River (Technical), Taunton,	7 9 15	\$60 00 75 00 60 00	\$210 00* 337 50* 450 00*	6 9 15	\$49 95* 173 32* 133 92*	\$1,414 69
Richmond,	13	13	Pittsfield,	13	50 00	650 00	13	288 55	938 55
Rochester,	20	21	Fairhaven, Middleborough, Wareham,	9 2 9	75 00 55 00 45 00	236 25* 55 00* 230 63*	10 2 9	451 70 108 00 129 76	1,211 34
Rowe,	7	—	Charlmont, North Adams,	3 4	60 00 45 00	180 00 180 00	— —	— —	360 00
Rowley,	70	—	Ipswich, Newburyport,	51 19	54 00 65 00	1,312 00* 601 25*	— —	— —	1,913 25
Royalston,	13	14	Athol, Gardner, Templeton, Winchendon,	2 6 1 4	40 00 40 00 40 00 40 00	80 00 216 00 40 00 160 00	2 6 2 4	117 00 220 65 64 50 232 50	1,130 65
Salisbury,	29	—	Amesbury, Merrimac, Newburyport,	4 5 20	50 00 40 00 65 00	92 50* 91 50* 488 14*	— — —	— — —	672 14
Sandisfield,	3	1	Lee, Pittsfield,	2 1	50 00 50 00	100 00 50 00	1 —	10 50 —	160 50
Savoy,	2	2	Williamstown,	2	30 00	60 00	2	195 00	255 00
Southampton,	18	—	Easthampton, Westfield,	16 2	65 00 60 00	923 00 120 00	— —	— —	1,043 00

Southwick, . . .	12	12	Springfield (Central), Springfield (Technical), Westfield, . . . West Springfield, . . .	. . . . . . .	. . . . . . .	1 1 9 1	100 00 100 00 60 00 60 00	100 00 100 00 457 50 60 00	55 50 58 50 455 60 60 00	1,348 10
Sturbridge, . . .	20	20	Brimfield, . . . Southbridge, . . .	. . .	. . .	15 5	60 00 30 00	879 00 150 00	413 95 55 00	1,500 95
Sunderland, . . .	28	28	Amherst, . . . Greenfield, . . .	. . .	. . .	27 1	35 00 40 00	910 00 40 00	514 32 26 92	1,491 24
Tewksbury, . . .	60	60	Lowell, . . . Wilmington, . . .	. . .	. . .	58 2	60 00 50 00	1,665 03* 28 13*	538 80 9 50	2,241 46
Truro, . . .	14	14	Provincetown, . . . Wellesley, . . .	. . .	. . .	11 3	40 00 40 00	429 00 120 00	322 50* 30 00*	961 50
Tyngsborough, . . .	22	22	Chelmsford (North), Lowell, . . . Westford, . . .	. . . . .	. . . . .	1 20 1	50 00 60 00 50 00	50 00 1,078 47 50 00	10 00 276 50 60 00	1,524 97
Tyringham, . . .	4	4	Lee, . . .	. .	. .	4	50 00	187 50	-	187 50
Wales, . . .	10	10	Brimfield, . . .	. .	. .	10	60 00	523 50	-	523 50
Warwick, . . .	16	16	Orange, . . .	. .	. .	16	40 00	511 00	717 00	1,228 00
Washington, . . .	1	1	Chester, . . .	. .	. .	1	60 00	60 00	-	60 00
Wendell, . . .	3	2	New Salem, . . . Orange, . . .	. . .	. . .	2 1	40 00 40 00	50 00 40 00	4 50* 9 00*	103 50
West Brookfield, . . .	37	36	Brookfield, . . . Hardwick, . . . Springfield (Central), Ware, . . . Warren, . . .	. . . . . . . . .	. . . . . . . . .	1 2 1 2 31	30 00 50 00 100 00 40 00 35 00	15 00* 50 00* 50 00* 30 00* 519 29*	12 00 20 00 - 15 00 356 10	1,067 39
Westhampton, . . .	3	-	Easthampton, . . . Northampton, . . .	. . .	. . .	2 1	65 00 65 00	130 00 65 00	- -	195 00
West Stockbridge, . . .	36	36	Great Barrington, Pittsfield, . . . Stockbridge, . . .	. . . . .	. . . . .	13 20 3	54 00 50 00 40 00	702 00 925 00 120 00	362 70 730 00 28 65	2,875 35

X. Data regarding State Reimbursement for High School Tuition and Transportation — Concluded.

TOWN.	TOTAL NUMBER OF PUPILS FROM EACH TOWN REIMBURSED FOR EXPENDITURES FOR —		High schools attended.	REIMBURSEMENT FOR TUITION.			REIMBURSEMENT FOR TRANSPORTATION.		Total amount re-imbursed by State for tuition and trans- and trans- portation.
	Tuition.	Trans- portation.		Number of pupils attending each school.	Rate per year.	Amounts re-imbursed.	Number of pupils attending each high school.	Amounts re-imbursed.	
Whately,	7	5	Northampton, Springfield (Technical), Williamsburg,	5 1 1 1	\$65 00 100 00 50 00	\$247 00 100 00 50 00	3 1 1	\$41 25* 24 50* 30 00*	\$492 75
Wilbraham,	34	34	Ludlow, Springfield (Central), Springfield (Commerce), Springfield (Technical),	1 3 11 19	40 00 100 00 100 00 100 00	20 00* 107 50* 600 00* 740 00*	1 3 13 17	52 50 37 00 315 50 396 12	2,268 62
Windsor,	7	7	Adams, Dalton,	— 7	— { 38 00 } 40 00	— 224 30	1 6	60 00 298 50	582 80
Worthington,	14	10	Dalton, Huntington, Northampton, Springfield (Central), Springfield (Technical), Westfield,	2 2 4 4 1 1	{ 36 00 } 49 00 60 00 65 00 100 00 100 00 60 00	46 00 31 50 260 00 270 00 100 00 6 00	1 1 4 3 1 —	27 00 28 50 233 50 128 50 100 00 —	1,181 69
Totals (92 towns), ¹	1,664	1,357	92 schools,	1,664	\$53 83 ²	\$70,264 19	1,357	\$33,788 80	\$104,052 99

¹ Ninety-one towns, tuition; 71 towns, transportation.² Average rate charged.

XI. DATA REGARDING COUNTY TRAINING SCHOOLS.

The following table gives a list of the county training schools in the State for the commitment of habitual truants, absentees and school offenders.

COUNTY TRAINING SCHOOL.	Location.	Superintendent.
Essex,	Lawrence,	W. Grant Fancher.
Hampden,	Springfield,	Charles E. Butler.
Middlesex, ¹	North Chelmsford,	Rufus E. Corlew.
Norfolk, Bristol and Plymouth,	Walpole,	James H. Craig.
Worcester,	Oakdale,	Stephen P. Streeter.

¹ Under the law commitments from Chelsea, Revere and Winthrop in Suffolk County must be to the training school for the county of Middlesex.

The counties of Barnstable, Berkshire, Dukes, Franklin, Hampshire and Nantucket are exempted by law from maintaining training schools of their own, but the county commissioners of each of these counties are required to assign an established training school as a place of commitment for habitual truants, absentees and school offenders. The places designated by the several commissioners are as follows: —

COUNTY.	Location of assigned training school.	COUNTY.	Location of assigned training school.
Barnstable,	Walpole.	Franklin,	North Chelmsford.
Berkshire,	Springfield.	Hampshire,	North Chelmsford.
Dukes,	Walpole.	Nantucket,	- -

Table showing the number of pupils attending, admitted and discharged.

COUNTY TRAINING SCHOOL.	Number of pupils enrolled July 1, 1915.	Number of pupils enrolled July 1, 1916.	Number of pupils admitted during the year.	Number of pupils discharged during the year.
Essex,	131	131	44	44
Hampden,	33	29	20	24
Middlesex,	119	120	64	63
Norfolk, Bristol, Plymouth,	52	54	26	24
Worcester,	71	66	23	28
Totals,	406	400	177	183

XII. STATISTICS OF SCHOOLS IN STATE INSTITUTIONS FOR THE SCHOOL YEAR ENDING JUNE 30, 1916.

STATE INSTITUTIONS.	PUPILS.					TEACHERS.			
	Number of different pupils of all ages.	Average attendance.	Number under 15 years of age.	Number between 5 and 15 years of age.	Number over 15 years of age.	NUMBER DURING THE YEAR.		WAGES PER MONTH.	
						Males.	Females.	Males.	Females.
State Industrial School for Girls, Lancaster.	448	265	25	25	240	-	16	-	\$30.00 to \$60.00
Lyman School for Boys, Westborough. ¹	643	354	-	-	-	3	13	\$75.00 to \$91.67	\$41.67 to \$66.67

¹ Returns for year ending Nov. 30, 1916.

XIII. DATA REGARDING MASSACHUSETTS SCHOOL FUND.

The following statement shows the condition of the Massachusetts School Fund: —

Amount of the fund Jan. 1, 1916,	\$5,000,000 00
Amount of fund Dec. 31, 1916,	5,000,000 00
Income for 1916,	203,365 72
Paid to towns in the distribution of Jan. 25, 1917,	203,365 72

The following table shows the amount of the principal of the Massachusetts School Fund and the annual income from 1903 to 1916:—

YEAR.	Principal.	Income.
1903,	\$4,670,548 14	\$197,379 93
1904,	4,780,110 66	214,224 13
1905,	4,880,110 66	219,379 32
1906,	4,980,110 66	224,468 31
1907,	5,000,000 00	228,621 22
1908,	5,000,000 00	229,439 73
1909,	5,000,000 00	231,173 87
1910,	5,000,000 00	238,748 72
1911,	5,000,000 00	227,664 36
1912,	5,000,000 00	228,558 32
1913,	5,000,000 00	228,758 79
1914,	5,000,000 00	204,879 26
1915,	5,000,000 00	202,848 94
1916,	5,000,000 00	203,365 72

XIV. TEACHERS' REGISTRATION BUREAU.

During the year 1916 two important changes in practice have been adopted. The Attorney-General rendered an opinion to the Board, at its request, in which he stated that it was doubtful whether the law (chapter 731, Acts of 1911) conferred authority upon the Board, through the Bureau, to assist employers to secure teachers for service outside of Massachusetts; and also whether the Board, acting through the Bureau, had authority to assist superintendents of schools to obtain positions in Massachusetts.

The Board is of the opinion that a conservative administrative policy will eventually react to the best advantage of all the interests involved in the administration of the Teachers' Registration Bureau; hence the Bureau has not, since July, 1916, rendered any assistance to superintendents seeking positions in Massachusetts, or to employers outside of Massachusetts seeking teachers.

The statistics for the current year follow: —

STATISTICS FOR THE YEAR 1916.

Teachers registered.

	Nov. 30, 1913.	Nov. 30, 1914.	Nov. 30, 1915.	Nov. 30, 1916.
High school teachers,	142	380	659	967
Elementary school teachers,	149	503	924	1,363
Special teachers,	73	216	341	522
Totals,	364	1,099	1,924	2,852

Positions filled.

	From October, 1912, to Nov. 30, 1913.	From Nov. 30, 1913, to Nov. 30, 1914.	From Nov. 30, 1914, to Nov. 30, 1915.	From Nov. 30, 1915, to Nov. 30, 1916.
Superintendents of schools,	3	3	13	3 ¹
High school principals,	9	4	13	7
Elementary school principals,	2	1	10	9
High school teachers,	27	40	57	61
Elementary school teachers,	52	136	135	135
Special teachers,	8	43	74	77
Totals,	101	227	302	292

¹ No superintendents placed since July 1, 1916.

Estimated total salaries of teachers placed, 1914,	\$140,000
Estimated total salaries of teachers placed, 1915,	\$220,000
Estimated total salaries of teachers placed, 1916,	\$148,000
Total number of towns and cities in which teachers have been placed, 1914,	112
Total number of towns and cities in which teachers have been placed, 1915,	168
Total number of towns and cities in which teachers have been placed, 1916,	174

XV. FINANCIAL STATEMENT OF THE BOARD OF EDUCATION, DEC. 1, 1915, TO NOV. 30, 1916.

[Detail will be found in report of State Auditor.]

ITEM.	Appropriation.	Expenditure.	Balance.
Salaries,	\$50,000 00	\$49,557 49	\$442 51
Travel,	6,000 00	5,966 24	33 76
Incidentals,	6,312 24	6,312 24	—
Printing reports and bulletins,	5,500 00	5,590 68	90 68 ¹
Sight and hearing test material,	800 00	927 39	127 39 ¹
School registers and blanks,	2,000 00	1,342 51	657 49
Rent of offices,	3,179 98	3,130 01	49 97
University extension,	50,000 00	50,671 95	671 95 ¹
Superintendency unions,	81,000 00	79,308 01	1,691 99
High school tuition,	80,000 00	95,322 99	15,322 99 ¹
High school transportation,	30,000 00	33,689 80	3,689 80 ¹
Training vocational teachers,	5,868 33	5,784 86	83 47
Aid to pupils in normal schools,	4,000 00	4,000 00	—
Teachers' institutes,	500 00	478 62	21 38
Massachusetts Teachers' Association,	300 00	300 00	—
County Teachers' Associations,	750 00	450 00	300 00
Education of deaf children,	132,000 00	130,423 72	1,576 28
Panama-Pacific educational exhibit,	605 33	605 33	—
Independent industrial schools,	209,000 70	209,000 70	—

¹ Deficiency.

RECEIPTS.

University extension department,	\$7,634 18
Teachers' registration department,	1,630 00
Rent of property located on land purchased by Commonwealth for site for Normal Art School,	1,020 94
	<u>\$10,285 12</u>

STATE NORMAL SCHOOLS.

Maintenance.

BRIDGEWATER.		
Appropriation (chapter 204, Special Acts of 1916),		\$82,181 77
Expenditure: —		
Salaries, wages and labor,	\$52,205 76	
Furnishings,	1,616 98	
Heat, light and power,	6,824 29	
Grounds,	402 95	
Repairs, ordinary,	1,315 75	
Repairs and renewals,	7,023 04	
Supplies, normal school,	3,327 54	
Supplies, training school,	911 88	
Supplies, office and other,	999 76	
Miscellaneous,	1,011 23	
	\$75,639 18	
Unexpended balance,	6,542 59	\$82,181 77
Receipts reverting to State treasury,		999 92
FITCHBURG.		
Appropriation (chapter 204, Special Acts of 1916),	\$63,191 27	
Transferred from 1915 appropriation,	121 34	
City of Fitchburg,	16,988 73	
		\$80,301 34
Expenditure: —		
Salaries, wages and labor,	\$54,048 42	
Furnishings,	1,283 32	
Heat, light and power,	5,905 10	
Grounds,	981 85	
Repairs, ordinary,	1,976 53	
Repairs and renewals,	4,999 69	
Supplies, normal school,	5,842 37	
Supplies, training school,	2,688 72	
Supplies, office and other,	894 58	
Miscellaneous,	1,556 46	
	\$80,177 04	
Unexpended balance,	124 30	\$80,301 34
Receipts reverting to State treasury,		1,003 36

Maintenance — Continued.

FRAMINGHAM.		
Appropriation (chapter 204, Special Acts of 1916),		\$65,440 00
Expenditure: —		
Salaries, wages and labor,	\$43,466 82	
Furnishings,	965 52	
Heat, light and power,	6,990 99	
Grounds,	506 37	
Repairs, ordinary,	1,953 21	
Repairs and renewals,	5,370 03	
Supplies, normal school,	3,020 04	
Supplies, training school,	58 95	
Supplies, office and other,	1,146 96	
Miscellaneous,	1,113 31	
	\$64,592 20	
Unexpended balance,	847 80	\$65,440 00
Receipts reverting to State treasury,		513 34
HYANNIS.		
Appropriation (chapter 204, Special Acts of 1916),		\$28,580 00
Expenditure: —		
Salaries, wages and labor,	\$20,462 86	
Furnishings,	228 16	
Heat, light and power,	1,484 42	
Grounds,	153 13	
Repairs, ordinary,	3,900 49	
Supplies, normal school,	1,004 28	
Supplies, training school,	152 25	
Supplies, office and other,	344 97	
Miscellaneous,	732 17	
	\$28,462 73	
Unexpended balance,	117 27	\$28,580 00
Receipts reverting to State treasury,		567 89
LOWELL.		
Appropriation (chapter 204, Special Acts of 1916),	\$37,863 35	
Appropriation (chapter 353, Special Acts of 1916),	1,500 00	
Transferred from 1915 appropriation,	502 30	
City of Lowell,	26,788 95	
		\$66,654 60

Maintenance — Continued.

Expenditure: —		
Salaries, wages and labor,	\$51,645 02	
Furnishings,	738 35	
Heat, light and power,	3,187 56	
Grounds,	349 30	
Repairs, ordinary,	1,775 14	
Repairs and renewals,	2,183 00	
Supplies, normal school,	1,681 47	
Supplies, training school,	1,984 01	
Supplies, office and other,	734 95	
Miscellaneous,	1,491 90	
	\$65,770 70	
Unexpended balance,	883 90	\$66,654 60
Receipts reverting to State treasury,		520 11
NORTH ADAMS.		
Appropriation (chapter 204, Special Acts of 1916),	\$42,627 75	
Transferred from 1915 appropriation,	108 91	
		\$42,736 66
Expenditure: —		
Salaries, wages and labor,	\$29,877 55	
Furnishings,	1,519 06	
Heat, light and power,	4,198 24	
Grounds,	612 73	
Repairs, ordinary,	1,668 67	
Supplies, normal school,	2,376 11	
Supplies, training school,	689 12	
Supplies, office and other,	564 14	
Miscellaneous,	1,231 04	
		\$42,736 66
Receipts reverting to State treasury,		1,196 30
SALEM.		
Appropriation (chapter 204, Special Acts of 1916),	\$51,348 92	
Transferred from 1915 appropriation,	149 90	
City of Salem,	15,057 52	
		\$66,556 34
Expenditure: —		
Salaries, wages and labor,	\$48,847 35	
Furnishings,	940 88	
Heat, light and power,	3,763 50	
Grounds,	246 33	
Repairs, ordinary,	1,984 05	
Repairs and renewals,	1,668 00	
Supplies, normal school,	3,286 92	
Amount carried forward,	\$60,737 03	

Maintenance — Continued.

<i>Amount brought forward,</i>	\$60,737 03	
Supplies, training school,	1,274 08	
Supplies, office and other,	1,380 93	
Miscellaneous,	1,505 93	
	\$64,897 97	
Unexpended balance,	1,658 37	\$66,556 34
Receipts reverting to State treasury, . . . . .	. . . . .	444 96
WESTFIELD.		
Appropriation (chapter 204, Special Acts of 1916),	\$46,120 00	
Transferred from 1915 appropriation,	6 07	\$46,126 07
<i>Expenditure: —</i>		
Salaries, wages and labor,	\$26,855 11	
Furnishings,	837 10	
Heat, light and power,	4,527 86	
Grounds,	122 87	
Repairs, ordinary,	1,011 51	
Repairs and renewals,	6,805 37	
Supplies, normal school,	2,285 77	
Supplies, training school,	282 64	
Supplies, office and other,	672 81	
Miscellaneous,	893 71	
	\$44,294 75	
Unexpended balance,	1,831 32	\$46,126 07
Receipts reverting to State treasury, . . . . .	. . . . .	516 53
WORCESTER.		
Appropriation (chapter 204, Special Acts of 1916), . . . . .	. . . . .	\$37,950 00
<i>Expenditure: —</i>		
Salaries, wages and labor,	\$28,480 95	
Furnishings,	602 67	
Heat, light and power,	2,069 26	
Grounds,	339 33	
Repairs, ordinary,	1,754 53	
Supplies, normal school,	1,882 71	
Supplies, training school,	205 39	
Supplies, office and other,	916 55	
Miscellaneous,	1,545 16	
	\$37,796 55	
Unexpended balance,	153 45	\$37,950 00
Receipts reverting to State treasury, . . . . .	. . . . .	514 44

Maintenance — Concluded.

NORMAL ART (BOSTON).		
Appropriation (chapter 204, Special Acts of 1916),		\$50,801 97
Expenditure: —		
Salaries, wages and labor,	\$44,012 54	
Furnishings,	674 07	
Heat, light and power,	1,815 48	
Repairs, ordinary,	762 43	
Supplies, normal school,	2,265 15	
Supplies, office and other,	721 60	
Miscellaneous,	548 45	
	\$50,799 72	
Unexpended balance,	2 25	\$50,801 97
Receipts reverting to State treasury, . . .		802 72

Boarding Hall Funds.

BRIDGEWATER.		
Balance Dec. 1, 1915,	\$8,886 66	
Receipts,	39,586 71	\$48,473 37
Expenditure: —		
Salaries, wages and labor,	\$12,975 92	
Food,	26,975 17	
Supplies,	5,441 46	
	\$45,392 55	
Balance Dec. 1, 1916,	3,080 82	\$48,473 37
FITCHBURG.		
Balance Dec. 1, 1915,	\$3,200 68	
Receipts,	24,939 09	\$28,139 77
Expenditure: —		
Salaries, wages and labor,	\$6,227 19	
Food,	14,590 04	
Supplies,	3,178 56	
	\$23,995 79	
Balance Dec. 1, 1916,	4,143 98	\$28,139 77

Boarding Hall Funds — Continued.

FRAMINGHAM.			
Balance Dec. 1, 1915,	\$8,884 11		
Receipts,	37,287 40		
		\$46,171 51	
Expenditure: —			
Salaries, wages and labor,	\$8,094 03		
Food,	23,557 52		
Supplies,	5,598 41		
Rent of cottage, etc.,	313 88		
	\$37,563 84		
Balance Dec. 1, 1916,	8,607 67		
		\$46,171 51	
HYANNIS.			
Balance Dec. 1, 1915,	\$4,411 03		
Receipts,	16,412 86		
		\$20,823 89	
Expenditure: —			
Salaries, wages and labor,	\$4,327 69		
Food,	9,885 03		
Supplies,	1,325 19		
	\$15,537 91		
Balance Dec. 1, 1916,	5,285 98		
		\$20,823 89	
NORTH ADAMS.			
Balance Dec. 1, 1915,	\$2,236 94		
Receipts,	12,951 70		
		\$15,188 64	
Expenditure: —			
Salaries, wages and labor,	\$4,440 06		
Food,	7,186 88		
Supplies,	790 77		
	\$12,417 71		
Balance Dec. 1, 1916,	2,770 93		
		\$15,188 64	
WESTFIELD.			
Balance Dec. 1, 1915,	\$7,406 49		
Receipts,	15,757 68		
		\$23,164 17	
Expenditure: —			
Salaries, wages and labor,	\$3,699 47		
Food,	12,136 79		
Supplies,	2,390 07		
	\$18,226 33		
Balance Dec. 1, 1916,	4,937 84		
		\$23,164 17	

DIVISION 2. — VOCATIONAL EDUCATION.

The following list and tables are included in this division:—

1. Roster of State-aided Vocational Schools.
2. Financial Statement.
3. Summarized Financial Statement.
4. Prizes won in 1916.
5. Earnings of Vocational Agricultural Pupils.
6. Vital Statistics.

TABLE NO. 1. — *Roster of State-aided Vocational Schools.*

1. TEN SCHOOLS ESTABLISHED DURING SCHOOL YEAR SEPT. 1, 1915, TO AUG. 31, 1916.

NAME OF SCHOOL.	Date of opening.
Fall River Continuation School, ¹	Sept., 1915
Leominster Vocational Agricultural Department,	Sept., 1915
New Salem Vocational Agricultural Department,	Sept., 1915
Quincy School of Homemaking,	Sept., 1915
Worcester School of Homemaking,	Sept., 1915
Waltham Evening Industrial School,	Dec., 1915
Gloucester Evening Practical Arts School,	Jan., 1916
Springfield Evening Vocational School,	Feb., 1916
Weymouth Evening Practical Arts School,	Mar., 1916
Leominster Evening Practical Arts School,	Feb., 1916

2. FOUR SCHOOLS ESTABLISHED SINCE SEPT. 1, 1916.

Newton Vocational Agricultural Department,	Sept., 1916
Orange Vocational Agricultural Department,	Sept., 1916
Norfolk County Agricultural School,	Oct., 1916
Weymouth Branch,	Oct., 1916
Beverly Evening Industrial School,	Nov., 1916

¹ This school developed into the Fall River Industrial School.

3. EIGHTY-SIX (ALL) SCHOOLS IN OPERATION DURING THE YEAR (OR NOW IN 43 CITIES AND TOWNS) LISTED CHRONOLOGICALLY BY TYPES OF SCHOOLS.

Group I. Thirteen day industrial schools (boys).¹

NAME OF SCHOOL.	Es- tablished.	Director.
New Bedford Industrial School,	Nov., 1907	Arthur S. Allen.
Smith's Agricultural School and Northampton School of Industries.	Oct., 1908	Herbert N. Loomis.
Newton Vocational School,	Feb., 1909	Michael W. Murray.
Beverly Industrial School,	Aug., 1909	William P. Taylor.
Worcester Boys' Trade School,	Feb., 1910	Albert J. Jameson.
Somerville Vocational School for Boys,	Sept., 1910	Harry L. Jones.
Lowell Vocational School,	Sept., 1911	Thomas F. Fisher.
Springfield Vocational School,	Sept., 1911	Egbert E. MacNary.
Westfield Trade School,	Sept., 1911	Burton A. Prince.
Boston Trade School,	Feb., 1912	William C. Crawford.
Quincy Industrial School,	Sept., 1912	J. Gould Spofford.
Holyoke Vocational School,	Sept., 1914	William H. Whitney.
Fall River Industrial School, ²	May, 1916	Hector L. Belisle.

Group II. Three day industrial schools (girls).

Boston Trade School for Girls,	Sept., 1909	Florence E. Leadbetter.
Worcester Girls' Trade School,	Sept., 1911	Helen R. Hildreth.
Cambridge Girls' Trade School,	Feb., 1913	Maude A. Deehan.

Group III. Nineteen evening industrial schools (men).

Beverly Evening Industrial School,	Nov., 1916	Wm. P. Taylor.
Cambridge Evening Industrial School,	Oct., 1907	Charles M. Herlihy.
New Bedford Evening Industrial School,	Nov., 1907	Arthur S. Allen.
Taunton Evening Industrial School,	Jan., 1908	Henry W. Harrub.
Lawrence Evening Industrial School,	Mar., 1908	Edgar A. Winters.
Boston Evening Trade School,	Oct., 1908	W. C. Crawford.
Chicopee Evening Industrial School,	Oct., 1908	John C. Gray.
Newton Evening Vocational School,	Feb., 1909	Michael W. Murray.
Worcester Boys' Evening Trade School,	Feb., 1910	Albert J. Jameson.
North Attleborough Evening Industrial School,	Oct., 1910	Robert J. Fuller.
Lowell Evening Vocational School,	Sept., 1911	Thomas F. Fisher.

¹ Authority has been granted to re-establish the Lawrence Day Industrial School, but to date no appropriation has been secured for putting this establishment into effect.

² This school developed out of the Fall River Continuation School.

3. EIGHTY-SIX (ALL) SCHOOLS IN OPERATION DURING THE YEAR OR NOW IN 43 CITIES AND TOWNS LISTED CHRONOLOGICALLY BY TYPES OF SCHOOLS — *Continued.*

Group III. Nineteen evening industrial schools (men) — Concluded.

NAME OF SCHOOL.	Es- tablished.	Director.
Westfield Evening Trade School,	Sept., 1911	Burton A. Prince.
Everett Evening Industrial School,	Oct., 1911	J. Henry Clagg.
Holyoke Evening Vocational School,	Oct., 1911	Wm. H. Whitney.
Quincy Evening Industrial School,	Oct., 1911	Albert L. Barbour.
Fall River Evening Industrial School,	Jan., 1914	Hector L. Belisle.
Attleboro Evening Industrial School,	Oct., 1914	Lewis A. Fales.
Springfield Evening Vocational School,	Feb., 1916	E. E. MacNary.
Waltham Evening Industrial School,	Dec., 1915	Wm. D. Parkinson.

Group IV. One evening industrial school (women).

Boston Trade School for Girls,	Sept., 1909	Florence E. Leadbetter.
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Group V. Nine homemaking schools (day).

New Bedford Household Arts School,	Nov., 1907	Arthur S. Allen.
Smith's Household Arts School,	Oct., 1908	Herbert N. Loomis.
Newton Vocational School,	Feb., 1909	Michael W. Murray.
Lowell Vocational School,	Sept., 1911	Thomas F. Fisher.
Somerville Girls' Vocational School,	Oct., 1911	Mary H. Brown.
Boston Continuation School of Household Practice,	Jan., 1913	Owen D. Evans.
Essex County School of Homemaking,	Sept., 1914	Fred A. Smith.
Worcester Household Arts School,	Sept., 1915	Helen R. Hildreth.
Quincy School of Homemaking,	June, 1916	A. L. Barbour.

Group VI. Twenty practical arts schools (evening).

New Bedford Evening Practical Arts School,	Nov., 1907	Arthur S. Allen.
Taunton Evening Practical Arts School,	Jan., 1908	Henry W. Harrub.
Lawrence Evening Practical Arts School,	Mar., 1908	Edgar A. Winters.
Newton Evening Practical Arts School,	Feb., 1909	Michael W. Murray.
North Attleborough Evening Practical Arts School,	Oct., 1910	Robert J. Fuller.
Lowell Evening Practical Arts School,	Sept., 1911	Thomas F. Fisher.
Worcester Evening Practical Arts School,	Sept., 1911	Helen R. Hildreth.
Everett Evening Practical Arts School,	Oct., 1911	Fairfield Whitney.

3. EIGHTY-SIX (ALL) SCHOOLS IN OPERATION DURING THE YEAR OR NOW IN 43 CITIES AND TOWNS LISTED CHRONOLOGICALLY BY TYPES OF SCHOOLS — *Continued.*

Group VI. Twenty practical arts schools (evening) — Concluded.

NAME OF SCHOOL.	Es- tablished.	Director.
Holyoke Evening Practical Arts School, . . .	Oct., 1911	Wm. H. Whitney.
Quincy Evening Practical Arts School, . . .	Oct., 1911	Albert L. Barbour.
Somerville Evening Practical Arts School, . . .	Oct., 1911	Mary H. Brown.
Boston Evening Practical Arts School, . . .	Oct., 1912	M. J. Downey.
Cambridge Evening Practical Arts School, . . .	Oct., 1912	Charles M. Herlihy.
Methuen Evening Practical Arts School, . . .	Oct., 1912	Edwin L. Haynes.
Wakefield Evening Practical Arts School, . . .	Oct., 1912	Willard B. Atwell.
Fall River Evening Practical Arts School, . . .	Jan., 1914	Hector L. Belisle.
Walpole Evening Practical Arts School, . . .	Jan., 1914	E. Schuyler Cobb.
Gloucester Evening Practical Arts School, . . .	Jan., 1916	John D. Brooks.
Leominster Evening Practical Arts School, . . .	Feb., 1916	Wm. H. Perry.
Weymouth Evening Practical Arts School, . . .	Mar., 1916	Parker T. Pearson.

Group VII. Two continuation schools (compulsory and voluntary).

Boston Continuation School (compulsory), . . .	Sept., 1914	Owen D. Evans.
Fall River Continuation School (voluntary), . . .	Sept., 1915	Hector L. Belisle.

Group VIII. Four agricultural schools.

Smith's Agricultural School and Northampton School of Industries,	Oct., 1908	Herbert N. Loomis.
Bristol County Agricultural School,	Sept., 1913	George H. Gilbert.
Essex County Agricultural School,	Oct., 1913	Fred A. Smith.
Norfolk County Agricultural School,	Oct., 1916	Fred. W. Kingman.
Weymouth Branch,	Oct., 1916	Chas. W. Kemp.

Group IX. Fifteen agricultural departments.

Petersham Vocational Agricultural Department, . . .	Sept., 1911	Frank L. Edwards, In- structor.
Hadley Vocational Agricultural Department, . . .	Jan., 1912	Edward J. Burke, In- structor.
Harwich Vocational Agricultural Department, . . .	Apr., 1912	Frank L. Davis, In- structor.
Easton Vocational Agricultural Department, . . .	Aug., 1912	Samuel C. Webster, Jr., Instructor.
Ashfield Vocational Agricultural Department, . . .	Aug., 1913	Rudolph Sussman, In- structor.
Sutton Vocational Agricultural Department, . . .	Aug., 1913	Ernest S. Clark, Jr., In- structor.

3. EIGHTY-SIX (ALL) SCHOOLS IN OPERATION DURING THE YEAR OR NOW IN 43 CITIES AND TOWNS LISTED CHRONOLOGICALLY BY TYPES OF SCHOOLS — *Continued.*

Group IX. Fifteen agricultural departments — Concluded.

NAME OF SCHOOL.	Es- tablished.	Director.
Brimfield Vocational Agricultural Department, . . .	Sept., 1913	John G. Glavin, Instructor.
Concord Vocational Agricultural Department, . . .	Sept., 1913	A. W. Doolittle; Clarence E. Lee, Assistant.
Marlborough Vocational Agricultural Department, . . .	Nov., 1913	W. A. Davis, Instructor.
Clinton Vocational Agricultural Department, . . .	Sept., 1914	Daniel J. Curran, Instructor.
Reading Vocational Agricultural Department, . . .	May, 1915	John G. Powers, Instructor.
Leominster Vocational Agricultural Department, . . .	Sept., 1915	Daniel W. O'Brien, Instructor.
New Salem Vocational Agricultural Department, . . .	Sept., 1915	Frank L. Edwards, Instructor.
Newton Vocational Agricultural Department, . . .	Sept., 1916	Horace W. Hall, Instructor.
Orange Vocational Agricultural Department, . . .	Sept., 1916	R. A. Lundgren, Instructor.

4. SIX SCHOOLS WHICH HAVE BEEN DISCONTINUED PREVIOUS TO SEPT. 1, 1916.

NAME OF SCHOOL.	Opened.	Discontinued.
Brockton Evening Industrial School,	1908	1911
Pittsfield Evening Industrial School,	1908	1910
Watertown Evening Practical Arts School,	1911	1914
Northborough Vocational Agricultural Department, . . .	1912	1913
Sutton Vocational Agricultural Department,	1913	1916
Natick Evening Practical Arts School,	1908	1916

TABLE NO. 2. — *Financial statement, all types of schools: by cities, towns and counties.**Group I. Day industrial schools (boys).*

CITIES, TOWNS AND COUNTIES.	Total expenditures (column 25 of Annual Returns).	New construction (column g of Annual Returns).	New equipment (column h of Annual Returns).	Total maintenance (column f of Annual Returns).	Total local non-taxation income (deductions) (column 9 of Annual Returns). In agricultural departments, one half tuition claims paid (column 10 of this table).	Tuition claims paid (column 10 of Annual Returns).
1.	2.	3.	4.	5.	6.	7.
Beverly,	\$6,357 93	-	\$210 09	\$6,147 84	-	-
Boston,	185,113 34	\$145,091 10	5,525 01	34,430 95	\$1,437 69	\$697 50 ¹
Fall River,	393 46	-	-	393 46	-	-
Holyoke,	20,334 29	-	2,626 06	17,708 23	1,034 26	624 00
Lowell,	19,965 77	-	2,034 05	17,931 72	4,263 50	3,256 25
New Bedford,	28,153 27	2,084 38	834 88	25,234 01	5,358 70	3,963 75
Newton,	37,103 33	507 65	1,571 78	35,023 90	5,287 93	5,115 00
Northampton,	8,254 33	113 02	34 49	8,106 82	1,349 93	959 89
Quincy,	16,040 11	-	2,152 51	13,887 60	2,701 25	2,308 33
Somerville,	10,261 35	-	82 93	10,178 42	3,091 26	1,823 98
Springfield,	24,396 84	518 31	2,210 45	21,668 08	4,151 59	2,605 00
Westfield,	6,994 06	-	346 90	6,647 16	671 71	280 00
Worcester,	72,917 45	1,287 07	8,400 16	63,230 22	22,392 40	16,293 21
Total for type of schools,	\$436,285 53	\$149,601 53	\$26,029 31	\$260,588 41	\$51,740 22	\$37,926 91 ¹

Group II. Day industrial schools (girls).

Boston,	\$74,910 08	\$5,236 07	\$691 13	\$68,982 88	\$20,440 81	\$5,976 00
Cambridge,	10,435 14	-	263 73	10,171 41	2,248 39	39 00
Worcester,	26,784 14	1,000 00	453 81	25,330 33	9,322 94	2,436 43
Total for type of schools,	\$112,129 36	\$6,236 07	\$1,408 67	\$104,484 62	\$32,012 14	\$8,451 43

Group III. Evening industrial schools (men).

Attleboro,	\$407 23	-	\$77 56	\$329 67	\$11 00	\$11 00
Boston,	20,015 69	\$9,920 76	375 83	9,785 38	1,968 54	542 08
Cambridge,	2,790 31	-	-	2,790 31	230 00	230 00
Chicopee,	1,655 62	-	-	1,655 62	-	-
Everett,	971 83	-	58 00	913 83	-	-
Fall River,	1,305 04	-	179 98	1,125 06	-	-
Holyoke,	4,487 91	-	529 44	3,958 47	223 33	220 48
Lawrence,	8,096 22	1,698 19	35 89	6,362 64	424 53	388 03
Lowell,	1,183 28	-	11 97	1,171 31	285 25	281 25
New Bedford,	3,237 82	192 45	-	3,045 37	405 25	270 40
Newton,	1,792 19	-	-	1,792 19	587 50	587 50
North Attleborough,	1,071 70	-	-	1,071 70	-	-
Quincy,	1,669 15	-	-	1,669 15	274 77	274 77
Springfield,	296 65	-	209 65	87 00	34 50	-
Taunton,	566 81	-	-	566 81	-	-
Waltham,	397 50	-	17 80	379 70	-	-
Westfield,	287 50	-	-	287 50	-	-
Worcester,	8,146 98	-	-	8,146 98	126 03	96 00
Total for type of schools,	\$58,379 43	\$11,811 40	\$1,495 62	\$45,138 69	\$4,570 70	\$2,901 51

¹ Column 10 equals one half of column 7 in type cases, but in several instances there is an overlapping of periods. Therefore the total of column 10 does not equal one half of column 7.

TABLE NO. 2. — *Financial statement, all types of schools: by cities, towns and counties.**Group I. Day industrial schools (boys).*

Net maintenance sum (column J of Annual Returns) or in agricultural departments, salary of agricultural instructor (columns 32 and 33 of Annual Returns).	REIMBURSEMENT.		PRODUCTIVITY.				Student hours.
	Maintenance (column K of Annual Returns).	Tuition (one half of column 7 of this table.	Total reimbursement (cost to State) (sum of columns 9 and 10 of this table).	Cash (column 13 of Annual Returns).	Credit (column 14 of Annual Returns).	Complete (includes cash, credit, and estimated value of work done for school and others) (total of columns 13 through 17 of Annual Returns.)	
8.	9.	10.	11.	12.	13.	14.	15.
\$6,147 84	\$3,073 92	-	\$3,073 92	-	-	\$8,677 24	98,000
32,814 18	16,407 09	\$236 25 ¹	16,643 34	\$740 19	-	6,877 51	262,500
393 46	196 73	-	19,196 73	-	-	-	5,175
16,673 97	8,336 99	312 00	8,648 99	410 26	-	4,269 09	118,820
13,668 22	6,834 11	1,628 13	8,462 24	990 31	\$14 30	4,021 61	124,722
19,875 31	9,937 65	1,981 88	11,919 53	910 44	132 74	12,618 48	154,700
29,735 97	14,867 98	2,557 50	17,425 48	-	-	5,555 63	293,192.3
6,756 89	3,378 45	479 96	3,858 41	347 22	-	3,216 85	42,087.5
11,186 35	5,593 18	1,154 17	6,747 35	392 92	-	1,882 77	110,700
7,087 16	3,543 58	912 00	4,455 58	509 39	757 89	2,863 03	83,200
17,516 49	8,758 25	1,302 50	10,060 75	827 42	719 17	9,899 54	136,220
5,975 45	2,987 73	140 00	3,127 73	391 71	-	830 31	54,831
40,837 82	20,418 91	8,146 70	28,565 61	5,653 00	335 69	16,206 87	742,561
\$208,669 11	\$104,334 57	\$18,851 09 ¹	\$123,185 66	\$11,172 86	\$1,959 79	\$76,918 93	2,226,708.8

Group II. Day industrial schools (girls).

\$48,540 18	\$24,270 09	\$2,988 00	\$27,258 09	\$14,406 86	-	\$18,926 33	857,325
7,923 02	3,961 51	19 50	3,981 01	2,209 39	-	2,318 09	105,840
16,007 39	8,003 69	1,218 21	9,221 89	6,866 36	-	6,951 03	191,932.5
\$72,470 59	\$36,235 29	\$4,225 71	\$40,460 99	\$23,482 61	-	\$28,195 45	1,155,097.5

Group III. Evening industrial schools (men).

\$318 67	\$159 34	\$5 50	\$164 84	-	-	-	834
7,995 92	3,997 96	271 06	4,269 02	-	-	-	49,140
2,560 31	1,280 16	115 00	1,395 16	-	-	\$330 00	16,164
1,665 62	827 81	-	827 81	-	-	70 00	2,232
913 83	456 91	-	456 91	-	-	128 15	3,694
1,125 06	562 53	-	562 53	-	-	-	6,392
3,735 14	1,867 57	110 24	1,977 81	-	\$2 85	2 85	9,895.6
5,938 11	2,969 06	194 02	3,163 08	\$36 50	-	55 00	17,844
886 06	443 03	140 63	583 66	4 00	-	70 25	9,200.4
2,640 12	1,320 06	135 20	1,455 26	134 85	-	134 85	13,384
1,204 69	602 35	293 75	896 10	-	-	-	7,490.6
1,071 70	535 85	-	535 85	-	-	-	2,150.4
1,394 38	697 19	137 39	834 58	-	-	-	10,509.6
52 50	26 25	-	26 25	-	-	-	868
566 81	283 41	-	283 41	-	-	-	2,080
379 70	189 85	-	189 85	-	-	-	1,320
287 50	143 75	-	143 75	-	-	-	1,540
8,020 95	4,010 47	48 00	4,058 47	8 00	-	8 00	41,330
\$40,747 07	\$20,373 55	\$1,450 79	\$21,824 34	\$183 35	\$2 85	\$799 10	196,068.6

TABLE NO. 2. — *Financial statement, all types of schools: by cities, towns and counties* — Continued.*Group IV. Evening industrial schools (women).*

CITIES, TOWNS AND COUNTIES.	Total expenditures (column 25 of Annual Returns).	New construction (column g of Annual Returns).	New equipment (column h of Annual Returns).	Total maintenance (column f of Annual Returns).	Total local non-taxation income (deductions) (column 9 of Annual Returns). In agricultural departments, one half tuition claims paid (column 10 of this table).	Tuition claims paid (column 10 of Annual Returns).
1.	2.	3.	4.	5.	6.	7.
Boston,	\$1,140 76	\$79 74	\$10 52	\$1,050 50	\$313 20	\$313 00
Total for type of schools,	\$1,140 76	\$79 74	\$10 52	\$1,050 50	\$313 20	\$313 00

Group V. Homemaking schools (day).

Boston,	\$1,670 26	\$300 00	\$52 83	\$1,317 43	-	-
Essex County,	4,555 66	-	-	4,555 66	\$327 38	-
Lowell,	10,916 53	-	169 33	10,747 20	3,237 80	\$1,657 50
New Bedford,	10,377 31	770 99	70 86	9,535 46	1,967 79	365 00
Newton,	15,336 73	34 16	208 69	15,093 88	1,961 39	1,575 00
Northampton,	9,435 77	113 01	30 86	9,291 90	3,794 49	2,512 64
Somerville,	10,689 39	96 00	75 80	10,517 59	2,713 92	1,523 03
Worcester,	9,320 20	418 98	571 92	8,329 30	2,729 20	761 79
Total for type of schools,	\$72,301 85	\$1,733 14	\$1,180 29	\$69,388 42	\$16,731 97	\$8,394 96

Group VI. Practical arts (evening).

Boston,	\$8,440 47	-	\$108 99	\$8,331 48	\$24 00	\$24 00
Cambridge,	1,086 82	-	-	1,086 82	10 00	-
Everett,	649 16	-	-	649 16	49 55	-
Fall River,	4,488 46	-	368 58	4,119 88	-	-
Gloucester,	1,944 87	-	4 70	1,940 17	129 51	-
Holyoke,	2,882 91	-	126 76	2,756 15	462 14	441 44
Lawrence,	9,133 82	\$837 39	-	8,296 43	617 86	336 32
Leominster,	272 27	-	-	272 27	-	-
Lowell,	2,371 19	-	55 07	2,316 12	183 33	171 25
Methuen,	197 88	-	-	197 88	-	-
Natick,	614 55	-	-	614 55	-	-
New Bedford,	2,772 11	53 95	-	2,718 16	309 96	206 40
Newton,	868 75	-	8 83	859 92	286 50	286 50
North Attleborough,	538 84	-	6 07	532 77	-	-
Quincy,	901 46	-	-	901 46	101 50	101 50
Taunton,	240 94	-	-	240 94	-	-
Wakefield,	1,048 62	40 00	-	1,008 62	302 00	302 00
Walpole,	172 47	-	-	172 47	62 50	-
Weymouth,	242 88	-	-	242 88	10 61	-
Worcester,	5,524 75	-	-	5,524 75	-	-
Total for type of schools,	\$44,393 22	\$931 34	\$679 00	\$42,782 88	\$2,549 46	\$1,869 41

TABLE No. 2. — *Financial statement, all types of schools: by cities, towns and counties — Continued.**Group IV. Evening industrial schools (women).*

Net maintenance sum (column J of Annual Returns) or in agricultural departments, salary of agricultural instructor (columns 32 and 33 of Annual Returns).	REIMBURSEMENT.		PRODUCTIVITY.				Student hours.
	Maintenance (column K of Annual Returns).	Tuition (one half of column 7 of this table).	Total reimbursement (cost to State) (sum of columns 9 and 10 of this table).	Cash (column 13 of Annual Returns).	Credit (column 14 of Annual Returns).	Complete (total of columns 13 through 17 of Annual Returns).	
8.	9.	10.	11.	12.	13.	14.	15.
\$739 19	\$369 59	\$156 50	\$526 09	-	-	\$338 02	12,960
\$739 19	\$369 59	\$156 50	\$526 09	-	-	\$338 02	12,960

Group V. Homemaking schools (day).

\$1,317 43	\$658 72	-	\$658 72	-	-	-	22,560
4,228 28	2,114 14	-	2,114 14	\$303 55	-	\$303 55	33,800
7,509 40	3,754 70	\$828 75	4,583 45	1,580 30	-	3,546 63	116,473.2
7,567 67	3,783 84	182 50	3,966 34	817 37	\$659 94	3,107 01	59,800
13,132 49	6,566 24	787 50	7,353 74	-	-	3,841 98	155,053.7
5,497 41	2,748 71	1,256 33	4,005 03	1,234 76	-	2,396 00	59,884.5
7,803 67	3,901 83	761 52	4,663 36	1,143 45	-	6,181 34	100,100
5,600 10	2,800 05	380 90	3,180 96	1,967 41	-	2,356 02	54,390
\$52,656 45	\$26,328 23	\$4,197 50	\$30,525 74	\$7,046 84	\$659 94	\$21,732 53	602,061.4

Group VI. Practical arts (evening).

\$8,307 48	\$4,153 74	\$12 00	\$4,165 74	-	-	-	116,544
1,076 82	538 41	-	538 41	\$10 00	-	\$816 39	6,140.2
599 61	299 81	-	299 81	49 55	-	109 55	2,320
4,119 88	2,059 94	-	2,059 94	-	-	-	33,840
1,810 66	905 33	-	905 33	129 51	-	694 29	6,084
2,294 01	1,147 00	*220 72	1,367 72	15 69	\$5 01	2,070 09	9,023.6
7,678 57	3,839 28	168 17	4,007 45	281 54	-	3,495 51	22,920
272 27	136 13	-	136 13	-	-	215 75	2,776
2,132 79	1,066 40	85 63	1,152 03	12 08	-	1,810 61	18,254
197 88	98 94	-	98 94	-	-	-	1,638
614 55	307 28	-	* 307 28	-	-	-	2,896
2,408 20	1,204 10	103 20	1,307 30	97 41	-	97 41	31,760
573 42	286 71	143 25	429 96	-	-	503 97	6,320
532 77	266 39	-	266 39	-	-	-	1,864.8
799 96	399 98	50 75	450 73	-	-	-	7,280.6
240 94	120 47	-	120 47	-	-	388 00	1,392
706 62	353 31	151 00	504 31	-	-	1,343 75	7,377
172 47	86 24	-	86 24	-	-	87 50	600
232 27	116 14	-	116 14	10 61	-	70 78	637
5,524 75	2,762 38	-	2,762 38	-	-	2,705 60	18,122.8
\$40,295 92	\$20,147 98	\$934 72	\$21,082 70	\$606 39	\$5 01	\$14,409 20	297,790

TABLE NO. 2. — *Financial statement, all types of schools: by cities, towns and counties — Concluded.**Group VII. Continuation schools (compulsory and voluntary).*

CITIES, TOWNS AND COUNTIES.	Total expenditures (column 25 of Annual Returns).	New construction (column g of Annual Returns).	New equipment (column h of Annual Returns).	Total maintenance (column f of Annual Returns).	Total local non-taxation income (deductions) (column 9 of Annual Returns). In agricultural departments, one half tuition claims paid (column 10 of this table).	Tuition claims paid (column 10 of Annual Returns).
1.	2.	3.	4.	5.	6.	7.
Boston,	\$57,247 09	\$6,688 00	\$610 73	\$49,948 36	\$263 91	-
Fall River,	1,126 29	-	-	1,126 29	-	-
Total for type of schools,	\$58,373 38	\$6,688 00	\$610 73	\$51,074 65	\$263 91	-

Group VIII. Agricultural schools.

Bristol County,	\$28,426 36	\$4,980 20	\$1,295 26	\$22,150 90	\$7,508 66	\$899 73
Essex County,	79,724 81	46,638 24	1,302 47	31,734 10	1,688 10	-
Norfolk County,	15,934 61	12,072 73	168 31	3,693 57	611 00	-
Northampton,	14,815 68	122 46	79 18	14,614 04	4,687 37	2,150 20
Total for type of schools,	\$138,901 46	\$63,813 63	\$2,845 22	\$72,242 61	\$14,495 13	\$3,049 93

Group IX. Agricultural departments.

Ashfield,	\$1,876 00	\$25 00	-	\$1,851 00	\$238 00	\$476 00
Brimfield,	1,636 73	-	\$6 50	1,630 23	100 00	200 00
Clinton,	1,459 58	-	-	1,459 58	444 38	888 75 ¹
Concord,	4,268 64	-	50 00	4,218 64	1,342 25	2,684 49
Easton,	1,769 05	-	-	1,769 05	-	-
Hadley,	1,762 59	31 13	57 83	1,673 63	100 00	200 00
Harwich,	1,518 62	-	-	1,518 62	212 50	425 00 ¹
Leominster,	1,679 34	-	92	1,678 42	115 00	230 00 ¹
Marlborough,	1,747 92	-	-	1,747 92	16 67	33 33
New Salem,	837 05	-	-	837 05	3 75	7 50 ¹
Orange,	100 00	-	-	100 00	-	-
Petersham,	1,289 76	-	-	1,289 76	-	-
Reading,	4,702 08	95 47	519 03	4,037 58	784 00	1,568 00 ¹
Sutton,	1,381 74	-	-	1,381 74	-	-
Total for type of schools,	\$26,029 10	\$151 60	\$634 28	\$25,243 22	\$3,356 55	\$6,713 07 ¹
Grand total, all types of schools,	\$947,934 09	\$241,046 45	\$34,893 64	\$671,994 00	\$126,033 28	\$69,620 22 ¹

¹ Column 10 equals one half of column 7 in type cases, but in several instances there is an overlapping of periods. Therefore the total of column 10 does not equal one half of column 7.

TABLE NO. 2. — *Financial statement, all types of schools: by cities, towns and counties — Concluded.**Group VII. Continuation schools (compulsory and voluntary).*

Net maintenance sum (column J of Annual Returns) or in agricultural departments, salary of agricultural instructor (columns 32 and 33 of Annual Returns).	REIMBURSEMENT.		PRODUCTIVITY.				Student hours.
	Maintenance (column K of Annual Returns).	Tuition (one half of column 7 of this table).	Total reimbursement (cost to State) (sum of columns 9 and 10 of this table).	Cash (column 13 of Annual Returns).	Credit (column 14 of Annual Returns).	Complete (total of columns 13 through 17 of Annual Returns).	
8.	9.	10.	11.	12.	13.	14.	15.
\$49,684 45 1,126 29	\$24,842 23 563 14	- -	\$24,842 23 563 14	\$263 91 -	- -	\$657 68 -	390,450 9,300
\$50,810 74	\$25,405 37	-	\$25,405 37	\$263 91	-	\$657 68	399,750

Group VIII. Agricultural schools.

\$14,642 24 30,096 00 3,082 57 9,926 67	\$7,321 12 15,048 00 1,541 29 4,963 33	\$449 87 - - 1,075 12	\$7,770 99 15,048 00 1,541 29 6,038 45	\$2,119 95 1,547 60 - 2,270 26	\$91 47 - - 152 92	\$8,986 49 32,650 88 - 12,280 98	94,577 216,286 - 45,750
\$57,747 48	\$28,873 74	\$1,524 99	\$30,398 73	\$5,937 81	\$244 39	\$53,918 35	356,613

Group IX. Agricultural departments.

\$1,400 00 1,413 25 1,200 00 3,283 33 1,662 44 1,408 50 1,399 92 1,447 64 1,500 00 502 83 100 00 1,146 00 3,057 50 1,125 00	\$695 33 842 16 355 62 846 64 1,108 29 839 00 720 78 850 09 983 33 331 47 66 66 764 00 1,254 33 750 00	\$238 00 100 00 475 88 ¹ 1,342 25 - 100 00 240 00 ¹ 150 00 ¹ 16 67 43 75 ¹ - - 798 00 ¹ -	\$933 33 942 16 831 50 2,188 89 1,108 29 939 00 960 78 1,000 09 1,000 00 375 22 66 66 764 00 2,052 33 750 00	- - - - - - - - - - - \$159 44 - -	- - - - - - - - - - - - - -	\$4,145 64 2,544 72 3,644 64 6,206 04 3,404 48 4,833 48 1,820 44 2,604 67 2,209 07 853 91 - 2,513 55 4,501 53 -	19,734 11,510 13,425 32,826 25,328 21,497 12,228 18,338 9,567 7,461.3 - 6,203.5 40,084 17,400
\$20,646 41	\$10,407 70	\$3,504 55 ¹	\$13,912 25	\$159 44	-	\$39,282 17	235,601.8
\$544,782 96	\$272,476 02	\$34,845 85 ¹	\$307,321 87	\$48,853 21	\$2,871 98	\$236,251 43	5,482,651.1

TABLE No. 3.—*Summarized financial statement, all types of schools: by cities, towns and counties.*

CITIES, TOWNS AND COUNTIES.	Total expenditures (column 2 of Annual Returns).	New construction (column g of Annual Returns).	New equipment (column h of Annual Returns).	Total maintenance (column f of Annual Returns).	Total local non-taxation income ¹ (deductions) (column 9 of Annual Returns). In agricultural departments, one half tuition claims paid (column 10 of this table).	Tuition claims paid (column 10 of Annual Returns).
1.	2.	3.	4.	5.	6.	7.
Ashfield IX.,	\$1,876 00	\$25 00	-	\$1,851 00	\$238 00	\$476 00
Attleboro III.,	407 23	-	\$77 56	329 67	11 00	11 00
Beverly I.,	6,357 93	-	210 09	6,147 84	-	-
Boston I., II., III., IV., V., VI., VII.,	348,537 69	167,315 67	7,375 04	173,846 98	24,448 15	7,552 58 ²
Brimfield IX.,	1,636 73	-	6 50	1,630 23	100 00	200 00
Bristol VIII.,	28,426 36	4,980 20	1,295 26	22,150 90	7,508 66	899 73
Cambridge II., III., VI.,	14,312 27	-	263 73	14,048 54	2,488 39	269 00
Chicopee III.,	1,655 62	-	-	1,655 62	-	-
Clinton IX.,	1,459 58	-	-	1,459 58	444 38	888 75 ²
Concord IX.,	4,268 64	-	50 00	4,218 64	1,342 25	2,684 49
Easton IX.,	1,769 05	-	-	1,769 05	-	-
Essex V., VIII.,	84,280 47	46,638 24	1,302 47	36,339 76	2,015 48	-
Everett III., VI.,	1,620 99	-	58 00	1,562 99	49 55	-
Fall River I., III., VI., VII.,	7,313 25	-	548 56	6,764 69	-	-
Gloucester VI.,	1,944 87	-	4 70	1,940 17	129 51	-
Hadley IX.,	1,762 59	31 13	57 83	1,673 63	100 00	200 00
Harwich IX.,	1,518 62	-	-	1,518 62	212 50	425 00 ²
Holyoke I., III., VI.,	27,705 11	-	3,282 26	24,422 85	1,719 73	1,285 92
Lawrence III., VI.,	17,230 04	2,535 58	35 39	14,659 07	1,042 39	724 35
Leominster VI.,	1,951 61	-	92	1,950 69	115 00	230 00 ²
Lowell I., III., V., VI.,	34,436 77	-	2,270 42	32,166 35	7,969 88	5,366 25
Marlborough IX.,	1,747 92	-	-	1,747 92	16 67	33 33
Methuen VI.,	197 88	-	-	197 88	-	-
Natick VI.,	614 55	-	-	614 55	-	-
New Bedford I., III., V., VI.,	44,540 51	3,101 77	905 74	40,533 00	8,041 70	4,805 55
New Salem IX.,	837 05	-	-	837 05	3 75	7 50 ²
Newton I., III., V., VI.,	55,101 00	541 81	1,789 30	52,769 89	8,123 32	7,564 00
Norfolk County VIII.,	15,934 61	12,072 73	168 31	3,693 57	611 00	-
Northampton I., V., VIII.,	32,505 78	348 49	144 53	32,012 76	9,831 79	5,622 73
North Attleborough III., VI.,	1,610 54	-	6 07	1,604 47	-	-
Orange IX.,	100 00	-	-	100 00	-	-
Petersham IX.,	1,289 76	-	-	1,289 76	-	-
Quincy I., III., VI.,	18,610 72	-	2,152 51	16,458 21	3,077 52	2,684 60
Reading IX.,	4,702 08	95 47	519 03	4,087 58	784 00	1,568 00 ²
Somerville I., V.,	20,950 74	96 00	158 73	20,696 01	5,805 18	3,347 01
Springfield I., III.,	24,693 49	518 31	2,420 10	21,755 08	4,186 09	2,605 00
Sutton IX.,	1,381 74	-	-	1,381 74	-	-
Taunton III., VI.,	807 75	-	-	807 75	-	-
Wakefield VI.,	1,048 62	40 00	-	1,008 62	302 00	302 00
Walpole VI.,	172 47	-	-	172 47	62 50	-
Waltham III.,	397 50	-	17 80	379 70	-	-
Westfield I., III.,	7,281 56	-	346 90	6,934 66	671 71	280 00
Weymouth VI.,	242 88	-	-	242 88	10 61	-
Worcester I., II., III., V., VI.,	122,693 52	2,706 05	9,425 89	110,561 58	34,570 57	19,587 43
Total, all schools,	\$947,934 09	\$241,046 45	\$34,893 64	\$671,994 00	\$126,033 28	\$69,620 22 ²
Tuition paid for non-residents,	69,620 22	-	-	-	-	-
State office administration,	25,385 76	-	-	-	-	-
Grand total, State and municipalities,	\$1,042,940 07	\$241,046 45	\$34,893 64	\$671,994 00	\$126,033 28	\$69,620 22 ²

¹ Income of Smith's Agricultural School is treated as a taxation item.² In type cases column 10 equals one half of column 7, but in several instances there is an overlapping of periods. Therefore the total of column 10 does not equal one half of column 7.

TABLE No. 3. — *Summarized financial statement, all types of schools: by cities, towns and counties.*

Net maintenance sum (column J of Annual Returns) or in agricultural departments, salary of agricultural instructor (columns 32 and 33 of Annual Returns).	REIMBURSEMENT.			PRODUCTIVITY.			Student hours.
	Maintenance (column K of Annual Returns).	Tuition (one half of column 7 of this table).	Total reimbursement (cost to State) (sum of columns 9 and 10 of this table).	Cash (column 13 of Annual Returns).	Credit (column 14 of Annual Returns).	Complete (includes cash, credit and estimated value of work done for school and others) (total of columns 13 through 17 of Annual Returns).	
8.	9.	10.	11.	12.	13.	14.	15.
\$1,400 00	\$695 33	\$238 00	\$933 33	-	-	\$4,145 64	19,734
318 67	159 34	5 50	164 84	-	-	-	834
6,147 84	3,073 92	-	3,073 92	-	-	8,677 24	98,000
149,398 83	74,699 42	3,663 81 [*]	78,363 23	\$15,410 96	-	26,799 54	1,711,479
1,413 25	842 16	100 00	942 16	-	-	2,554 72	11,510
14,642 24	7,321 12	449 87	7,770 99	2,119 95	\$91 47	8,986 49	94,577
11,560 15	5,780 08	134 50	5,914 58	2,219 39	-	3,464 48	128,144.2
1,655 62	827 81	-	827 81	-	-	70 00	2,232
1,200 00	355 62	475 88 [*]	831 50	-	-	3,644 64	13,425
3,283 33	846 64	1,342 25	2,188 89	-	-	6,206 04	32,826
1,662 44	1,108 29	-	1,108 29	-	-	3,404 48	25,328
34,324 28	17,162 14	-	17,162 14	1,851 15	-	32,954 43	250,086
1,513 44	756 72	-	756 72	49 55	-	237 70	6,014
6,764 69	3,382 34	-	3,382 34	-	-	-	54,707
1,810 66	905 33	-	905 33	129 51	-	694 29	6,084
1,408 50	839 00	100 00	939 00	-	-	4,833 48	21,497
1,399 92	720 78	240 00 [*]	960 78	-	-	1,820 44	12,228
22,703 12	11,351 56	642 96	11,994 52	425 95	7 86	6,342 03	137,739.2
13,616 68	6,808 34	362 19	7,170 53	318 04	-	3,550 51	40,764
1,719 91	986 22	150 00 [*]	1,136 22	-	-	2,820 42	21,114
24,196 47	12,098 24	2,683 14	14,781 38	2,586 69	14 30	9,449 10	268,649.6
1,500 00	983 33	16 67	1,000 00	-	-	2,209 07	9,567
197 88	98 94	-	98 94	-	-	-	1,638
614 55	307 28	-	307 28	-	-	-	2,896
32,491 30	16,245 65	2,402 78	18,648 43	1,960 07	792 68	15,957 75	259,644
502 83	331 47	43 75 [*]	375 22	-	-	853 91	7,461.3
44,646 57	22,323 28	3,782 00	26,105 28	-	-	9,901 58	462,056.6
3,082 57	1,541 29	-	1,541 29	-	-	-	-
22,180 97	11,090 49 [*]	2,811 40	13,901 89	3,852 24	152 92	17,893 83	147,722
1,604 47	802 24	-	802 24	-	-	-	4,015.2
100 00	66 66	-	66 66	-	-	-	-
1,146 00	764 00	-	764 00	159 44	-	2,513 55	6,203.5
13,380 69	6,690 35	1,342 31	8,032 66	392 92	-	1,882 77	128,490.2
3,057 50	1,254 33	798 00 [*]	2,052 33	-	-	4,501 53	40,084
14,890 83	7,445 41	1,673 53	9,118 94	1,652 84	757 89	9,044 37	183,300
17,568 99	8,784 50	1,302 50	10,087 00	827 42	719 17	9,899 54	137,088
1,125 00	750 00	-	750 00	-	-	-	17,400
807 75	403 88	-	403 88	-	-	388 00	3,472
706 62	353 31	151 00	504 31	-	-	1,343 75	7,377
172 47	86 24	-	86 24	-	-	87 50	600
379 70	189 85	-	189 85	-	-	-	1,320
6,262 95	3,131 48	140 00	3,271 48	391 71	-	830 31	56,371
232 27	116 14	-	116 14	10 61	-	70 78	637
75,991 01	37,995 50	9,793 81	47,789 31	14,494 77	335 69	28,227 52	1,048,336.3
\$544,782 96	\$272,476 02	\$34,845 85 [*]	\$307,321 87	\$48,853 21	\$2,871 98	\$236,251 43	5,482,651.1
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
\$544,782 96	\$272,476 02	\$34,845 85 [*]	\$307,321 87	\$48,853 21	\$2,871 98	\$236,251 43	5,482,651.1

^{*} Reimbursement by special act.

TABLE NO. 4.—Prizes won in 1916.—Summary for all vocational agricultural school and department pupils.

LOCATIONS OF SCHOOLS AND DEPARTMENTS.	JUDGING CONTESTS.					OTHER CONTESTS.	Total won.
	Corn.	Vege- tables.	Apples.	Poultry.	Live stock.	Products of projects, etc.	
SCHOOLS.							
Northampton,	\$9 50	\$32 50	-	-	\$87 50	\$92 50	\$222 00
Bristol County, . . .	-	14 75	-	-	20 00	-	34 75
Essex County,	-	-	-	-	245 50	55 50	301 00
DEPARTMENTS.							
Petersham, ¹	-	-	-	-	-	-	-
Hadley,	5 00	5 00	-	\$3 50	232 50	32 75	278 75
Harwich,	-	-	-	-	-	71 50 ²	71 50 ²
Easton,	-	-	-	-	-	50 00 ³	50 00 ³
Brimfield,	8 00	3 50	\$3 00	-	35 00	25	49 75
Ashfield,	-	-	-	-	131 25	18 90	150 15
Sutton, ⁴	-	-	-	-	-	-	-
Concord,	-	-	-	-	-	15 25	15 25
Marlborough,	-	-	-	-	230 00	54 00	284 00
Clinton, ⁵	-	-	-	-	-	-	-
Reading,	-	-	-	-	-	25 15	25 15
Leominster,	-	3 00	-	-	-	6 50	9 50
New Salem, ¹	-	-	-	-	-	-	-
Totals,	\$22 50	\$53 75	\$3 00	\$3 50	\$981 75	\$422 30	\$1,491 80

¹ No entries were made at any of the fairs on account of infantile paralysis, per order of school committees.

² This includes \$35 for trip over New England and to Springfield Dairy Show.

³ This includes \$10 for trip to Springfield.

⁴ No returns. Department closed before end of project season.

⁵ This year there was no local fair in Clinton.

TABLE No. 5. — *Earnings of vocational agricultural pupils from farm work and other work during the periods covered by their school attendance and their farming projects.*

VOCATIONAL AGRICULTURAL SCHOOLS OR DEPARTMENTS.	1913.						1914.					
	ENROLLMENT.			EARNINGS.			ENROLLMENT.			EARNINGS.		
	Boys.	Girls.	Total.	Farm work.	Other work.	Grand total.	Boys.	Girls.	Total.	Farm work.	Other work.	Grand total.
SCHOOLS.												
Northampton,	25	-	25	\$2,672 52	\$373 36	\$3,045 88	19	-	19	\$3,923 01	\$324 42	\$4,247 43
Bristol County,	-	-	-	-	-	-	24	-	24	1,546 72	77 70	1,624 42
Essex County,	-	-	-	-	-	-	71	3	74	11,691 40	1,631 26	13,322 66
DEPARTMENTS.												
Petersham,	14	-	14	2,999 97	403 50	3,403 47	9	-	9	2,436 85	168 60	2,605 45
Hadley,	9	-	9	1,891 96	301 50	2,193 46	8	-	8	1,070 95	168 28	1,239 23
Northborough,	10	2	12	3,138 49	289 00	3,427 49	-	-	-	-	-	-
Harwich,	8	-	8	2,208 20	406 70	2,614 90	9	1	10	2,872 18	555 66	3,427 84
Easton,	20	1	21	2,488 76	808 55	3,297 31	18	-	18	1,621 07	379 90	2,000 97
Brimfield,	-	-	-	-	-	-	16	-	16	4,018 07	91 53	4,109 65
Ashfield,	-	-	-	-	-	-	16	-	16	2,857 76	183 54	3,041 30
Sutton,	-	-	-	-	-	-	8	1	9	1,392 51	267 39	1,659 90
Concord,	-	-	-	-	-	-	22	-	22	3,007 59	71 78	3,079 37
Marlborough,	-	-	-	-	-	-	10	-	10	1,498 56	203 95	1,702 51
Totals,	86	3	89	\$15,399 90	\$2,532 61	\$17,932 51	230	5	235	\$37,936 67	\$4,124 06	\$42,060 73
Totals for 1912, ¹	66	4	70	\$9,754 28	\$1,345 89	\$11,100 17						

¹ For analysis of 1912 earnings, see Bulletin Whole No. 40.

Marlborough,	.	.	18	-	18	1,331 ¹ 43	47 74	407 06	1,379 17	12	-	12	2,039 95	169 12	524 84	2,209 07
Clinton,	.	.	16	-	16	3,208 52	201 38	923 04	3,409 90	14	-	14	3,319 36	325 28	576 98	3,644 64
Reading,	.	.	33	-	33	1,827 99	322 28	791 50	2,150 27	32	-	32	4,169 03	332 50	1,398 70	4,501 53
Leominster,	.	.	-	-	-	-	-	-	-	20	-	20	1,891 94	712 73	1,369 15	2,004 67
New Salem,	.	.	-	-	-	-	-	-	-	8	-	8	853 91	-	81 08	853 91
Totals,	.	.	413	5	418	\$51,279 89	\$4,974 86	\$25,229 73	\$56,254 75	523	11	534	\$75,766 53	\$8,406 90	\$44,977 15	\$84,173 43

¹ Of this number, 34 men and 3 women were enrolled in evening classes.

² The Agricultural Department was discontinued before close of project season because of small enrollment of day pupils.

TABLE NO. 6. — *Vital statistics by types of schools and departments.**Group I. Day industrial schools (boys).*

COUNTIES, CITIES, TOWNS AND DEPARTMENTS.	Number of schools.	Number of centers.	Total enrollment.	Number of nonresidents.	DISTRIBUTION OF EN- ROLLMENT BY MEMBERSHIP AND ATTENDANCE.			
					Membership at close of year.	Average membership.	Per cent. of attendance.	Number of graduates.
1.	2.	3.	4.	5.	6.	7.	8.	9.
Beverly: —	1	1						
Machine shop,			80	—	45	49	.988	17
Total for school,	1	1	80	—	45	49	.988	17
Boston: —	1	1						
Academic,			—	—	—	—	—	—
Electrical,			100	3	40	53.9	.912	16
Machine shop,			47	—	22	28.5	.926	9
Printing,			52	—	18	30.4	.888	16
Sheet metal work,			36	1	21	27	.911	5
Woodworking,			63	—	26	35.2	.903	15
Total for school,	1	1	298	4	127	175	.908	61
Fall River: —	1	1						
Woodworking,			30	—	30	30	.87	—
Total for school,	1	1	30	—	30	30	.87	—
Holyoke: —	1	1						
Carpentry,			40	2	18	24.4	.94	—
Machine shop,			52	2	28	36.8	.937	—
Pattern making,			15	1	10	11.6	.965	—
Printing,			28	1	11	18.6	.941	—
Total for school,	1	1	135	6	67	91.4	.942	—
Lowell: —	1	2						
Automobile,			48	17	15	27.4	.901	—
Cabinet making and carpentry,			33	8	10	20	.89	—
Factory maintenance,			37	13	14	22	.936	—
General subjects,			—	—	—	—	—	—
Machine shop,			42	8	19	29	.931	—
Shop science,			—	—	—	—	—	—
Total for school,	1	2	160	46	58	98.4	.915	—
New Bedford: —	1	1						
Carpentry,			53	14	20	39	.95	5
Electrical,			45	8	8	29	.897	1
Machine shop,			67	13	26	40	.925	2
Steam practice,			23	2	6	11	.909	—
Total for school,	1	1	188	37	60	119	.924	8
Newton: —	1	1						
Cabinet making,			42	5	27	34.6	.913	6
Electrical,			58	3	48	53.4	.94	7
Machine shop,			101	27	79	83.5	.931	10
Pattern making,			22	7	7	14.5	.868	1
Printing,			40	3	20	33.9	.955	3
Total for school,	1	1	253	45	181	219.9	.93	27

TABLE NO. 6. — *Vital statistics by types of schools and departments.**Group I. Day industrial schools (boys).*

GRADUATES.			WITHDRAWALS.		WITHDRAWALS NOT ENTER- ING INDUSTRY TRAINED FOR.		Number of withdrawals not entering in- dustry trained for and who had less than six months' trade instruction.	Total number of teachers required.	Total possible hours school is in session per year.	Student hours.
Placed in industry trained for.	Not placed in industry trained for.	Occupations unknown.	Placed in industry trained for.	Sent back to regular school.	Withdrew voluntarily.	Discharged for cause.				
10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
17	-	-	35	-	-	-	5	4	2,000	98,000
17	-	-	35	-	-	-	5	4	2,000	98,000
-	-	-	-	-	-	-	-	2	-	-
15	1	-	11	4	25	-	19	4	1,500	80,850
8	1	-	6	1	6	1	4	3	1,500	42,750
11	4	1	6	2	6	3	3	1	1,500	45,600
4	1	-	2	1	7	-	3	1	1,500	40,500
14	1	-	7	2	9	2	2	2	1,500	52,800
52	8	1	32	10	53	6	31	13	7,500	262,500
-	-	-	4	-	9	-	1	2	172.5	5,175
-	-	-	4	-	9	-	1	2	172.5	5,175
-	-	-	2	-	20	-	14	2	1,300	31,720
-	-	-	6	-	18	-	16	3	1,300	47,840
-	-	-	-	-	5	-	3	1	1,300	15,080
-	-	-	7	-	9	-	8	1	1,300	24,180
-	-	-	15	-	52	-	41	7	5,200	118,820
-	-	-	12	3	12	5	14	2	1,267.5	34,729.5
-	-	-	5	4	13	1	10	2	1,267.5	25,350
-	-	-	5	1	16	1	9	2	1,267.5	27,885
-	-	-	-	-	-	-	-	1	-	-
-	-	-	15	-	7	-	4	2	1,267.5	36,757.5
-	-	-	-	-	-	-	-	1	-	-
-	-	-	37	8	48	7	37	10	5,070	124,722
5	-	-	14	2	14	2	4	5	1,300	50,700
1	-	-	20	1	14	2	2	3	1,300	37,700
2	-	-	10	4	15	5	11	5	1,300	52,000
-	-	-	3	1	11	-	9	5	1,300	14,300
8	-	-	47	8	54	9	26	13	5,200	154,700
4	1	1	-	-	14	1	9	5	1,333.3	46,132
5	2	-	3	-	6	1	-	7	1,333.3	71,198.2
10	-	-	10	-	10	2	3	11	1,333.3	111,330.5
1	-	-	3	1	5	6	3	7	1,333.3	19,332.8
3	-	-	5	-	13	2	3	3	1,333.3	45,198.8
23	3	1	21	1	48	12	18	15	6,666.5	293,192.3

TABLE No. 6. — *Vital statistics by types of schools and departments — Continued.**Group I. Day industrial schools (boys) — Continued.*

COUNTIES, CITIES, TOWNS AND DEPARTMENTS.	Number of schools.	Number of centers.	Total enrollment.	Number of nonresidents.	DISTRIBUTION OF EN- ROLLMENT BY MEMBERSHIP AND ATTENDANCE.			
					Membership at close of year.	Average membership.	Per cent. of attendance.	Number of graduates.
1.	2.	3.	4.	5.	6.	7.	8.	9.
Northampton: —	1	1						
Carpentry,			49	12	23	35	.957	6
Total for school,	1	1	49	12	23	35	.957	6
Quincy: —	1	1						
Co-operative school.								
Gear construction,			6	4	5	5	.80	—
Telephone,			8	—	8	8	.875	—
Total for school,	1	1	14	4	13	13	.846	—
Full-time school.	1	1						
Cabinet making,			8	5	7	7	.857	—
Carpentry,			2	—	2	2	.50	—
Electrical,			24	—	18	18	.944	—
Joinery,			12	1	10	10	.90	—
Pattern making,			10	3	7	7	.857	—
Plumbing,			5	3	5	5	.80	—
Sheet metal,			26	5	20	20	.95	—
Total for school,	1	1	87	17	69	69	.90	—
Somerville: —	1	1						
Academic,			—	—	—	—	—	—
Cabinet making,			14	3	8	11	.96	2
Carpentry,			20	4	10	15	.92	2
Machine shop,			53	13	24	38	.918	12
Total for school,	1	1	87	20	42	64	.926	16
Springfield: —	1	1						
Academic,			—	—	—	—	—	—
Cabinet making,			14	4	3	6.3	.857	—
Carpentry,			24	7	5	13.7	.919	—
Machine shop,			95	27	35	57.7	.912	2
Pattern making,			10	—	1	6	.883	—
Printing,			23	2	3	13.6	.956	—
Total for school,	1	1	166	40	47	97.3	.913	2
Westfield: —	1	1						
Machine shop,			60	4	24	37.3	.85	—
Total for school,	1	1	60	4	24	37.3	.85	—
Worcester: —	1	1						
Cabinet making,			73	15	35	53	.922	4
Carpentry,			34	7	13	23	.912	2
Drafting,			66	21	44	54	.904	4
Electrical,			52	17	33	42	.905	3
Machine shop,			143	61	79	115	.94	4

TABLE No. 6. — *Vital statistics by types of schools and departments — Continued.**Group I. Day industrial schools (boys) — Continued.*

GRADUATES.			WITHDRAWALS.		WITHDRAWALS NOT ENTER- ING INDUSTRY TRAINED FOR.		Number of withdrawals not entering in- dustry trained for and who had less than six months' trade instruction.	Total number of teachers required.	Total possible hours school is in session per year.	Student hours.
Placed in industry trained for.	Not placed in industry trained for.	Occupations unknown.	Placed in industry trained for.	Sent back to regular school.	Withdrew voluntarily.	Discharged for cause.				
10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
5	1	—	4	2	13	4	7	3	1,202.5	42,087.5
5	1	—	4	2	13	4	7	3	1,202.5	42,087.5
—	—	—	1	—	—	—	—	—	1,350	6,750
—	—	—	—	—	—	—	—	—	1,350	10,800
—	—	—	1	—	—	—	—	—	2,700	17,550
—	—	—	—	—	—	1	—	1	1,350	9,450
—	—	—	—	—	—	—	—	—	1,350	2,700
—	—	—	1	—	5	—	—	1	1,350	24,300
—	—	—	2	—	—	—	—	—	1,350	13,500
—	—	—	2	—	—	1	—	1	1,350	9,450
—	—	—	—	—	—	—	—	1	1,350	6,750
—	—	—	—	—	5	1	—	—	1,350	27,000
—	—	—	5	—	10	3	—	4	9,450	93,150
—	—	—	—	—	—	—	—	2	—	—
2	—	—	—	2	3	1	4	1	1,300	14,300
1	1	—	4	2	4	—	4	1	1,300	19,500
12	—	—	20	3	6	—	6	2	1,300	49,400
15	1	—	24	7	13	1	14	6	3,900	83,200
—	—	—	—	—	—	—	—	1	—	—
—	—	—	1	1	8	—	3	2	1,400	8,820
—	—	—	7	2	5	1	8	2	1,400	19,180
1	1	—	31	3	19	—	14	3	1,400	80,780
—	—	—	3	—	4	—	2	1	1,400	8,400
—	—	—	15	—	4	1	2	1	1,400	19,040
1	1	—	57	6	40	2	29	7	7,000	136,220
—	—	—	17	7	11	1	8	4	1,470	54,831
—	—	—	17	7	11	1	8	4	1,470	54,831
3	1	—	6	—	20	—	—	2	1,878	99,534
12	—	—	4	—	11	—	—	1	1,878	43,194
12	2	—	9	5	8	—	1	3	1,878	101,412
3	—	—	9	1	9	—	2	2	1,878	78,876
3	1	—	23	6	28	—	4	5	1,878	215,970

TABLE NO. 6. — *Vital statistics by types of schools and departments — Continued.**Group I. Day industrial schools (boys) — Concluded.*

COUNTIES, CITIES, TOWNS AND DEPARTMENTS.	Number of schools.	Number of centers.	Total enrollment.	Number of nonresidents.	DISTRIBUTION OF EN- ROLLMENT BY MEMBERSHIP AND ATTENDANCE.			
					Membership at close of year.	Average membership.	Per cent. of attendance.	Number of graduates.
1.	2.	3.	4.	5.	6.	7.	8.	9.
Worcester— <i>Con.</i>								
Painting and decorating, . . .			5	1	—	2.4	.90	—
Pattern making,			52	9	35	46	.957	5
Printing,			33	12	17	19	.895	—
Steam practice,			57	18	29	41	.926	8
Related work,			—	—	—	—	—	—
Total for school,	1	1	515	161	285	395.4	.922	30
Total for type of school, . . .	14	15	2,122	396	1,071	1,493.7	.913	167

Group II. Day industrial schools (girls).

	1	1						
Boston:—								
Catering,			41	8	14	21	.86	13
Dressmaking,			622	83	284	360	.89	106
Millinery,			143	21	58	81	.86	21
Power machine operating, . . .			85	3	14	35	.84	30
Total for school,	1	1	891	115	370	497	.862	170
Cambridge:—	1	1						
Academic,			—	—	—	—	—	—
Cookery,			24	—	10	11.3	.796	4
Dressmaking,			98	2	54	64.3	.855	24
Total for school,	1	1	122	2	64	75.6	.846	28
Worcester:—	1	1						
Academic,			—	—	—	—	—	—
Art,			—	—	—	—	—	—
Cooking,			16	2	2	8	.875	1
Dressmaking,			132	14	88	106	.927	26
Gymnasium,			—	—	—	—	—	—
Millinery,			18	2	10	11	.909	2
Power machine operating, . . .			32	2	18	22	.852	3
Total for school,	1	1	198	20	118	147	.891	32
Total for type of school, . . .	3	3	1,211	137	552	719.6	.866	230

Group III. Evening industrial schools (men).

	1	1						
Attleboro:—								
Designing,			12	1	3	8	.712	—
Tool making,			12	—	8	7.5	.76	—
Total for school,	1	1	24	1	11	15.5	.735	—

TABLE No. 6. — *Vital statistics by types of schools and departments — Continued.**Group I. Day industrial schools (boys) — Concluded.*

GRADUATES.			WITHDRAWALS.		WITHDRAWALS NOT ENTERING INDUSTRY TRAINED FOR.		Number of withdrawals not entering industry trained for and who had less than six months' trade instruction.	Total number of teachers required.	Total possible hours school is in session per year.	Student hours.
Placed in industry trained for.	Not placed in industry trained for.	Occupations unknown.	Placed in industry trained for.	Sent back to regular school.	Withdrew voluntarily.	Discharged for cause.				
10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
-	-	-	-	-	4	-	2	1	1,878	4,507
4	1	-	3	-	13	-	3	2	1,878	86,388
-	-	-	9	-	7	-	-	1	1,878	35,682
6	2	-	3	3	19	-	1	2	1,878	76,998
-	-	-	-	-	-	-	-	10	-	-
23	7	-	66	15	119	-	13	29	16,902	742,561
144	21	2	365	64	470	45	230	117	74,433.5	2,226,708.8

Group II. Day industrial schools (girls).

13	-	-	2	1	10	1	9	5	1,725	36,225
106	-	-	27	24	152	29	118	30	1,725	621,000
21	-	-	14	6	39	5	34	9	1,725	139,725
30	-	-	6	4	25	6	24	6	1,725	60,375
170	-	-	49	35	226	41	185	50	6,900	857,325
-	-	-	-	-	-	-	-	4	-	-
3	1	-	-	1	13	-	-	1	1,400	15,820
21	3	-	1	10	32	1	-	4	1,400	90,020
24	4	-	1	11	45	1	-	9	2,800	105,840
-	-	-	-	-	-	-	-	2	-	-
-	-	-	-	-	-	-	-	1	-	-
-	1	-	2	-	11	-	1	4	1,710	13,680
11	2	13	2	4	25	-	15	12	1,710	136,020
-	-	-	-	-	-	-	-	1	-	-
1	1	-	1	-	6	-	1	1	1,522.5	16,747.5
2	-	1	4	-	9	-	2	3	1,710	25,845
14	4	14	9	4	51	-	19	24	6,652.5	191,932.5
208	8	14	59	50	322	42	204	83	16,352.5	1,155,097.5

Group III. Evening industrial schools (men).

-	-	-	-	-	-	-	-	1	48	384
-	-	-	-	-	-	-	-	1	60	450
-	-	-	-	-	-	-	-	2	108	834

TABLE NO. 6. — *Vital statistics by types of schools and departments—*
Continued.*Group III. Evening industrial schools (men) — Continued.*

COUNTIES, CITIES, TOWNS AND DEPARTMENTS.	Number of schools.	Number of centers,	Total enrollment.	Number of nonresidents.	DISTRIBUTION OF EN- ROLLMENT BY MEMBERSHIP AND ATTENDANCE.			
					Membership at close of year.	Average membership.	Per cent. of attendance.	Number of graduates.
1.	2.	3.	4.	5.	6.	7.	8.	9.
Boston: —	1	4						
Class for firemen, engineers and janitors,			55	—	33	37	.81	31
Drawing for carpenters and builders,			50	—	24	28	.66	17
Drawing for machinists,			178	1	51	74	.74	—
Drawing for sheet metal workers, Drawing for ship builders, . . .			5	—	—	3	.67	2
Electrical,			17	—	—	10	.70	4
Machine shop,			41	1	—	21	.76	—
Interior decorating,			199	6	94	101	.75	57
Industrial design,			40	7	21	22	.82	20
Printing,			7	1	—	7	.90	—
Sheet metal work,			33	5	18	22	.727	—
Shop mathematics,			51	4	—	13	.692	—
Woodworking,			31	2	—	16	.694	—
			43	3	26	29	.76	—
Total for school,	1	4	750	30	267	383	.754	160
Cambridge: —	1	1						
Architectural drawing,			36	1	13	19.7	.751	2
Estimating for building trades, .			10	—	—	6.9	.753	—
Machine shop,			80	4	22	60.8	.459	6
Mechanical drawing,			27	1	13	18.2	.708	2
Pattern making,			30	2	18	18	.76	—
Printing,			15	1	9	11.1	.747	1
Total for school,	1	1	198	9	75	134.7	.614	11
Chicopee: —	1	2						
Drawing for machinists,			12	—	10	11	.82	—
Machine shop,			22	—	19	21	.81	—
Total for school,	1	2	34	—	29	32	.812	—
Everett: —	1	1						
Drawing for machinists,			18	—	7	11	.72	—
Electrical,			14	—	10	12	.83	—
Machine shop,			17	—	10	12	.75	—
Total for school,	1	1	49	—	27	35	.771	—
Fall River: —	1	2						
Blue-print reading,			14	—	7	11.3	.867	—
Carpentry,			16	—	13	13.8	.84	—
Interior decorating,			36	—	22	28	.79	—
Plumbing,			16	—	15	13.8	.92	—
Printing,			15	—	11	13	.81	—
Total for school,	1	2	97	—	68	79.9	.84	—

TABLE No. 6. — *Vital statistics by types of schools and departments — Continued.**Group III. Evening industrial schools (men) — Continued.*

GRADUATES.			WITHDRAWALS.		WITHDRAWALS NOT ENTER- ING INDUSTRY TRAINED FOR.		Number of withdrawals not entering in- dustry trained for and who had less than six months' trade instruction.	Total number of teachers required.	Total possible hours school is in session per year.	Student hours.
Placed in industry trained for.	Not placed in industry trained for.	Occupations unknown.	Placed in industry trained for.	Sent back to regular school.	Withdrew voluntarily.	Discharged for cause.				
10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
-	-	-	-	-	-	-	-	2	96	3,552
-	-	-	-	-	-	-	-	3	144	3,888
-	-	-	-	-	-	-	-	6	288	10,656
-	-	-	-	-	-	-	-	1	114	342
-	-	-	-	-	-	-	-	1	114	1,140
-	-	-	-	-	-	-	-	4	144	3,024
-	-	-	-	-	-	-	-	8	288	14,544
-	-	-	-	-	-	-	-	1	90	1,980
-	-	-	-	-	-	-	-	1	18	126
-	-	-	-	-	-	-	-	1	144	3,168
-	-	-	-	-	-	-	-	1	144	1,872
-	-	-	-	-	-	-	-	1	42	672
-	-	-	-	-	-	-	-	2	144	4,176
-	-	-	-	-	-	-	-	32	1,770	49,140
-	-	-	-	-	-	-	-	1	120	2,364
-	-	-	-	-	-	-	-	1	120	828
-	-	-	-	-	-	-	-	3	120	7,296
-	-	-	-	-	-	-	-	1	120	2,184
-	-	-	-	-	-	-	-	1	120	2,160
-	-	-	-	-	-	-	-	1	120	1,332
-	-	-	-	-	-	-	-	8	720	16,164
-	-	-	-	-	-	-	-	1	96	1,056
-	-	-	-	-	-	-	-	1	56	1,176
-	-	-	-	-	-	-	-	2	152	2,232
-	-	-	-	-	-	-	-	1	74	814
-	-	-	-	-	-	-	-	1	120	1,440
-	-	-	-	-	-	-	-	1	120	1,440
-	-	-	-	-	-	-	-	3	314	3,694
-	-	-	-	-	-	-	-	1	80	904
-	-	-	-	-	-	-	-	1	80	1,104
-	-	-	-	-	-	-	-	1	80	2,240
-	-	-	-	-	-	-	-	1	80	1,104
-	-	-	-	-	-	-	-	1	80	1,040
-	-	-	-	-	-	-	-	5	400	6,392

TABLE NO. 6. — *Vital statistics by types of schools and departments — Continued.**Group III. Evening industrial schools (men) — Continued.*

COUNTIES, CITIES, TOWNS AND DEPARTMENTS.	Number of schools.	Number of centers.	Total enrollment.	Number of nonresidents.	DISTRIBUTION OF EN- ROLLMENT BY MEMBERSHIP AND ATTENDANCE.			
					Membership at close of year.	Average membership.	Per cent. of attendance.	Number of graduates.
1.	2.	3.	4.	5.	6.	7.	8.	9.
Holyoke: —	1	1						
Bricklaying,			13	1	4	6.4	.75	—
Cabinet making,			12	2	9	9.2	.90	—
Carpentry,			10	—	6	7.1	.676	—
Decorative plastering,			12	7	8	9.9	.525	—
Drawing for carpenters,			14	—	6	7.3	.657	—
Electricity,			22	1	14	12.3	.813	—
Estimating for builders,			9	—	9	8	.37	—
Firing,			18	—	6	9.5	.674	—
Loom fixing,			10	1	10	10	.91	—
Machine shop,			65	—	33	18	.88	—
Paper making,			11	2	8	10.6	.472	—
Pattern making,			7	2	3	4.2	.71	—
Printing,			26	3	12	10	.70	—
Related work,			—	—	—	—	—	—
Steam engineering,			20	2	2	9.6	.666	—
Textile design,			20	—	13	14	.814	—
Total for school,	1	1	269	21	142	146.1	.72	—
Lawrence: —	1	2						
Cabinet making,			19	1	9	11	.82	—
Carpentry,			33	—	7	8	.75	—
Cotton carding,			14	2	6	13	.85	—
Cotton spinning,			11	3	6	8	.63	—
Designing (elementary),			26	4	15	9	.67	—
Designing (advanced),			8	—	5	6	.83	—
Drafting,			17	2	9	10	.80	—
Electricity,			37	3	19	11	.82	—
Engineering,			30	2	13	17	.82	—
Firing,			74	7	61	19	.95	—
Firing (day),			32	3	17	15	.933	—
Loom fixing,			70	5	24	14	.79	—
Machine shop,			51	5	29	12	.75	—
Worsted drawing,			20	—	8	7	.72	—
Worsted spinning,			12	1	4	5	.80	—
Total for school,	1	2	454	38	232	165	.812	—
Lowell: —	1	2						
Automobile,			39	5	17	19.5	.794	—
Carpentry and cabinet making,			10	—	3	3.5	.828	—
Electrical,			14	2	1	4.8	.729	—
Engineering for firemen,			32	11	9	9.6	.739	—
Engineering for engineers,			13	4	9	12.3	.756	—
Machine shop (elementary),			95	—	17	11.9	.773	—
Machine shop (advanced),			92	1	19	10.4	.701	—
Plumbing,			63	3	10	14.3	.685	—
Total for school,	1	2	358	26	85	86.3	.75	—

TABLE NO. 6. — *Vital statistics by types of schools and departments — Continued.**Group III. Evening industrial schools (men) — Continued.*

GRADUATES.			WITHDRAWALS.		WITHDRAWALS NOT ENTERING INDUSTRY TRAINED FOR.		Number of withdrawals not entering industry trained for and who had less than six months' trade instruction.	Total number of teachers required.	Total possible hours school is in session per year.	Student hours.
Placed in industry trained for.	Not placed in industry trained for.	Occupations unknown.	Placed in industry trained for.	Sent back to regular school.	Withdrew voluntarily.	Discharged for cause.				
10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
-	-	-	-	-	-	-	-	1	48	307.2
-	-	-	-	-	-	-	-	1	88	809.6
-	-	-	-	-	-	-	-	1	84	596.4
-	-	-	-	-	-	-	-	1	80	792
-	-	-	-	-	-	-	-	1	84	613.2
-	-	-	-	-	-	-	-	2	84	1,033.2
-	-	-	-	-	-	-	-	1	28	224
-	-	-	-	-	-	-	-	1	88	836
-	-	-	-	-	-	-	-	1	12	120
-	-	-	-	-	-	-	-	5	80	1,440
-	-	-	-	-	-	-	-	1	64	678.4
-	-	-	-	-	-	-	-	1	36	151.2
-	-	-	-	-	-	-	-	2	76	760
-	-	-	-	-	-	-	-	1	-	-
-	-	-	-	-	-	-	-	1	84	806.4
-	-	-	-	-	-	-	-	1	52	728
-	-	-	-	-	-	-	-	22	988	9,895.6
-	-	-	-	-	-	-	-	1	120	1,320
-	-	-	-	-	-	-	-	1	84	672
-	-	-	-	-	-	-	-	1	104	1,352
-	-	-	-	-	-	-	-	1	76	608
-	-	-	-	-	-	-	-	2	104	936
-	-	-	-	-	-	-	-	1	84	504
-	-	-	-	-	-	-	-	1	104	1,040
-	-	-	-	-	-	-	-	2	120	1,320
-	-	-	-	-	-	-	-	1	120	2,040
-	-	-	-	-	-	-	-	1	124	2,432
-	-	-	-	-	-	-	-	1	104	1,560
-	-	-	-	-	-	-	-	5	104	1,456
-	-	-	-	-	-	-	-	2	120	1,440
-	-	-	-	-	-	-	-	1	92	644
-	-	-	-	-	-	-	-	1	104	520
-	-	-	-	-	-	-	-	22	1,564	17,844
-	-	-	-	-	-	-	-	2	80	1,560
-	-	-	-	-	-	-	-	2	40	280
-	-	-	-	-	-	-	-	1	40	384
-	-	-	-	-	-	-	-	1	44	422.4
-	-	-	-	-	-	-	-	1	80	984
-	-	-	-	-	-	-	-	1	20	1,904
-	-	-	-	-	-	-	-	1	20	1,664
-	-	-	-	-	-	-	-	1	40	2,002
-	-	-	-	-	-	-	-	9	364	9,200.4

TABLE NO. 6. — *Vital statistics by types of schools and departments — Continued.**Group III. Evening industrial schools (men) — Continued.*

COUNTIES, CITIES, TOWNS AND DEPARTMENTS.	Number of schools.	Number of centers.	Total enrollment.	Number of nonresidents.	DISTRIBUTION OF EN- ROLLMENT BY MEMBERSHIP AND ATTENDANCE.			
					Membership at close of year.	Average membership.	Per cent. of attendance.	Number of graduates.
1.	2.	3.	4.	5.	6.	7.	8.	9.
New Bedford: —	1	1						
Automobile repair,			31	-	8	15	.80	-
Carpentry,			28	-	9	17	.764	-
Electrical,			28	-	10	17	.764	-
Gasoline engineering,			10	2	8	9	.898	-
Machine drafting and mathe- matics,			19	3	6	8	.75	-
Machine shop,			44	3	27	28	.821	-
Plumbing (elementary),			12	1	9	10	.90	-
Plumbing (advanced),			11	-	4	9	.67	-
Steam practice,			79	3	44	57	.79	-
Total for school,	1	1	262	12	125	170	.794	-
Newton: —	1	1						
Architectural drawing,			33	3	19	23.4	.765	11
Automobile,			13	6	10	11.1	.703	5
Bench lathe practice,			18	9	8	11.5	.835	8
Electricity,			17	7	7	12.2	.779	6
Machine practice and tool mak- ing,			36	8	15	21.3	.789	12
Total for school,	1	1	117	33	59	79.5	.776	42
North Attleborough: —	1	1						
Coloring,			7	-	5	3.3	.909	-
Designing,			11	-	2	7	.785	-
Engraving,			11	-	6	6	.933	-
Jewelry making,			13	-	8	6.1	.967	-
Total for school,	1	1	42	-	21	21.4	.893	-
Quincy: —	1	1						
Drawing for machinists,			45	7	22	32.9	.778	22
Drawing and estimating for plumbers,			19	3	12	12.2	.754	12
Drawing and blue-print reading for electricians,			10	1	10	9.6	.791	-
Mold loft,			43	8	23	28.1	.811	23
Monumental design,			20	1	18	16	.813	18
Naval architecture,			23	5	18	17.4	.805	18
Roof framing and stair building, Sheet metal design,			19	1	14	15.6	.891	14
			23	5	17	18	.788	17
Total for school,	1	1	202	31	134	149.8	.803	124
Springfield: —	1	1						
Printing,			16	-	13	12.4	.91	-
Total for school,	1	1	16	-	13	12.4	.91	-

TABLE NO. 6. — *Vital statistics by types of schools and departments — Continued.**Group III. Evening industrial schools (men) — Concluded.*

COUNTIES, CITIES, TOWNS AND DEPARTMENTS.	Number of schools.	Number of centers.	Total enrollment.	Number of nonresidents.	DISTRIBUTION OF EN-ROLLMENT BY MEMBERSHIP AND ATTENDANCE.			
					Membership at close of year.	Average membership.	Per cent. of attendance.	Number of graduates.
1.	2.	3.	4.	5.	6.	7.	8.	9.
Taunton: —	1	1						
Mechanical drawing,			27	—	19	16	.875	—
Modeling and design for silver workers,			13	—	9	10	.70	—
Total for school,	1	1	40	—	28	26	.806	—
Waltham: —	1	1						
Drawing for builders,			8	—	7	7.5	.70	—
Drawing for machinists,			7	—	4	5.5	.72	—
Machine shop,			19	—	10	14.5	.72	—
Total for school,	1	1	34	—	21	27.5	.72	—
Westfield: —	1	1						
Blue-print reading,			17	—	5	11	.704	—
Lathe operating,			12	—	12	12	.791	—
Milling machine operating,			6	—	6	6	.933	—
Shaper operating,			4	—	4	4	.68	—
Total for school,	1	1	39	—	27	35	.772	—
Worcester: —	1	1						
Cabinet making,			30	—	14	18	.67	—
Drafting,			154	2	43	76	.54	—
Electrical,			78	1	23	42	.55	—
Estimating for builders,			14	—	6	8	.63	—
Gasoline engineering,			164	2	41	50	.76	—
House carpentry,			52	—	20	26	.65	—
Machine shop,			203	2	61	81	.40	—
Pattern making,			25	—	9	14	.57	—
Printing,			20	—	9	13	.62	—
Power plant operation,			85	—	31	45	.60	—
Shop mathematics,			23	—	8	10	.50	—
Tool making,			35	1	8	15	.60	—
Total for school,	1	1	883	8	273	398	.57	—
Total for type of school,	18	25	3,868	210	1,637	1,997.1	.769	337

Group IV. Evening industrial schools (women).

Boston: —	1	1						
Cookery,			56	5	30	29	.655	18
Dressmaking,			24	3	19	20	.75	18
Embroidery and design,			11	2	10	7	.714	6
Millinery,			15	2	9	9	.666	6
Power machine operating,			47	8	22	25	.68	14
Total for school,	1	1	152	20	90	90	.688	62
Total for type of school,	1	1	152	20	90	90	.688	62

TABLE NO. 6. — *Vital statistics by types of schools and departments — Continued.**Group III. Evening industrial schools (men) — Concluded.*

GRADUATES.			WITHDRAWALS.		WITHDRAWALS NOT ENTERING INDUSTRY TRAINED FOR.		Number of withdrawals not entering industry trained for and who had less than six months' trade instruction.	Total number of teachers required.	Total possible hours school is in session per year.	Student hours.
Placed in industry trained for.	Not placed in industry trained for.	Occupations unknown.	Placed in industry trained for.	Sent back to regular school.	Withdrew voluntarily.	Discharged for cause.				
10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
-	-	-	-	-	-	-	-	1	80	1,280
-	-	-	-	-	-	-	-	2	80	800
-	-	-	-	-	-	-	-	3	160	2,080
-	-	-	-	-	-	-	-	1	48	360
-	-	-	-	-	-	-	-	1	48	264
-	-	-	-	-	-	-	-	1	48	696
-	-	-	-	-	-	-	-	3	144	1,320
-	-	-	-	-	-	-	-	1	60	660
-	-	-	-	-	-	-	-	1	40	480
-	-	-	-	-	-	-	-	1	40	240
-	-	-	-	-	-	-	-	1	40	160
-	-	-	-	-	-	-	-	3	180	1,540
-	-	-	-	-	-	-	-	2	120	2,160
-	-	-	-	-	-	-	-	4	120	9,120
-	-	-	-	-	-	-	-	2	120	5,040
-	-	-	-	-	-	-	-	1	120	960
-	-	-	-	-	-	-	-	2	40	2,000
-	-	-	-	-	-	-	-	1	120	3,120
-	-	-	-	-	-	-	-	5	90	7,290
-	-	-	-	-	-	-	-	1	120	1,680
-	-	-	-	-	-	-	-	1	120	1,560
-	-	-	-	-	-	-	-	2	120	5,400
-	-	-	-	-	-	-	-	1	120	1,200
-	-	-	-	-	-	-	-	1	120	1,800
-	-	-	-	-	-	-	-	23	1,330	41,330
-	-	-	-	-	-	-	-	177	10,320	196,068.6

Group IV. Evening industrial schools (women).

-	-	-	-	-	-	-	3	144	4,176
-	-	-	-	-	-	-	3	144	2,880
-	-	-	-	-	-	-	2	144	1,008
-	-	-	-	-	-	-	3	144	1,296
-	-	-	-	-	-	-	3	144	3,600
-	-	-	-	-	-	-	14	720	12,960
-	-	-	-	-	-	-	14	720	12,960

TABLE No. 6. — *Vital statistics by types of schools and departments — Continued.**Group V. Homemaking schools (day).*

COUNTIES, CITIES, TOWNS AND DEPARTMENTS.	Number of schools.	Number of centers.	Total enrollment.	Number of nonresidents.	DISTRIBUTION OF EN- ROLLMENT BY MEMBERSHIP AND ATTENDANCE.			
					Membership at close of year.	Average membership.	Per cent. of attendance.	Number of graduates.
1.	2.	3.	4.	5.	6.	7.	8.	9.
Boston,	1	1	49	-	48	43	.937	48
Essex County,	1	1	29	-	20	26	.885	-
Lowell,	1	1	142	20	64	91.9	.90	25
New Bedford,	1	1	67	6	34	46	.913	12
Newton,	1	1	139	12	101	116.3	.922	18
Northampton,	1	1	62	29	47	49.8	.965	22
Somerville,	1	1	104	24	63	77	.843	37
Worcester,	1	1	77	12	41	48	.877	3
Total for type of school, . . .	8	8	669	103	418	503	.905	165

Group VI. Practical arts (evening).

Boston:—	1	13						
Cookery,			83	-	45	49	.82	-
Dressmaking,			508	-	270	263	.753	-
Embroidery,			119	-	50	89	.72	-
Millinery,			435	-	308	206	.81	-
Total for school,	1	13	1,145	-	673	607	.772	-
Cambridge:—	1	1						
Cooking,			50	-	25	24.5	.828	-
Dressmaking (elementary), . . .			35	-	10	16	.681	-
Dressmaking (intermediate), . .			35	-	11	15.6	.686	-
Dressmaking (advanced), . . .			28	-	11	15.6	.718	-
Embroidery,			13	-	6	11	.536	-
Millinery,			20	-	3	11.6	.637	-
Total for school,	1	1	181	-	66	94.3	.704	-
Everett:—	1	1						
Cooking,			22	-	14	14	.928	2
Dressmaking,			21	-	9	15	.866	-
Total for school,	1	1	43	-	23	29	.896	2
Fall River:—	1	6						
Cooking,			118	-	93	97	.918	-
Millinery,			40	-	29	26	.885	-
Sewing,			450	-	257	300	.88	-
Total for school,	1	6	608	-	379	423	.88	-
Gloucester:—	1	1						
Cooking,			68	-	40	49	.918	-
Dressmaking,			67	-	42	42	.85	-
Millinery,			33	-	28	26	.923	-
Total for school,	1	1	168	-	110	117	.899	-

TABLE No. 6. — *Vital statistics by types of schools and departments — Continued.**Group V. Homemaking schools (day).*

GRADUATES.			WITHDRAWALS.		WITHDRAWALS NOT ENTER- ING INDUSTRY TRAINED FOR.		Number of withdrawals not entering in- dustry trained for and who had less than six months' trade instruction.	Total number of teachers required.	Total possible hours school is in session per year.	Student hours.
Placed in industry trained for.	Not placed in industry trained for.	Occupations unknown.	Placed in industry trained for.	Sent back to regular school.	Withdrew voluntarily.	Discharged for cause.				
10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
-	-	-	-	-	-	-	-	1	470	22,560
-	-	-	8	1	-	-	-	3	1,300	33,800
17	6	2	27	6	46	-	16	8	1,267.5	116,473.2
7	5	-	9	-	20	-	12	6	1,300	59,800
12	4	2	11	1	25	1	11	13	1,333.3	155,053.7
18	3	-	10	1	2	1	1	6	1,202.5	59,884.5
24	5	8	-	-	33	-	8	9	1,300	100,100
1	2	-	16	1	13	-	8	3	1,710	54,390
79	25	13	81	10	139	2	56	49	9,883.3	602,061.4

Group VI. Practical arts (evening).

-	-	-	-	-	-	-	-	3	192	9,408
-	-	-	-	-	-	-	-	15	192	50,496
-	-	-	-	-	-	-	-	5	192	17,088
-	-	-	-	-	-	-	-	12	192	39,552
-	-	-	-	-	-	-	-	35	768	116,544
-	-	-	-	-	-	-	-	2	50	1,225
-	-	-	-	-	-	-	-	1	84	1,344
-	-	-	-	-	-	-	-	1	84	1,310.4
-	-	-	-	-	-	-	-	1	84	1,310.4
-	-	-	-	-	-	-	-	1	40	440
-	-	-	-	-	-	-	-	1	44	510.4
-	-	-	-	-	-	-	-	7	386	6,140.2
-	-	-	-	-	-	-	-	1	80	1,120
-	-	-	-	-	-	-	-	2	80	1,200
-	-	-	-	-	-	-	-	3	160	2,320
-	-	-	-	-	-	-	-	7	80	7,760
-	-	-	-	-	-	-	-	2	80	2,080
-	-	-	-	-	-	-	-	26	80	24,000
-	-	-	-	-	-	-	-	35	240	33,840
-	-	-	-	-	-	-	-	3	52	2,548
-	-	-	-	-	-	-	-	2	52	2,184
-	-	-	-	-	-	-	-	1	52	1,352
-	-	-	-	-	-	-	-	6	156	6,084

TABLE NO. 6. — *Vital statistics by types of schools and departments — Continued.**Group VI. Practical arts (evening) — Continued.*

COUNTIES, CITIES, TOWNS AND DEPARTMENTS.	Number of schools.	Number of centers.	Total enrollment.	Number of nonresidents.	DISTRIBUTION OF EN-ROLLMENT BY MEMBERSHIP AND ATTENDANCE.			
					Membership at close of year.	Average membership.	Per cent. of attendance.	Number of graduates.
1.	2.	3.	4.	5.	6.	7.	8.	9.
Holyoke: —	1	1						
Cooking,			91	6	41	25.6	.866	—
Embroidery,			46	9	25	13.2	.856	—
Home nursing,			22	—	17	17.1	.853	—
Millinery,			52	—	37	24.1	.909	—
Sewing (elementary),			94	4	47	34	.878	—
Sewing (intermediate),			45	3	22	11.7	.863	—
Sewing (advanced),			48	6	30	15.5	.935	—
Total for school,	1	1	398	28	219	141.2	.88	—
Lawrence: —	1	2						
Cooking,			104	—	63	27	.89	—
Dressmaking,			392	20	202	116	.87	—
Millinery,			231	5	165	48	.812	—
Total for school,	1	2	727	25	430	191	.824	—
Leominster: —	1	1						
Cooking,			28	—	20	20.5	.902	—
Dressmaking,			36	—	22	24.3	.909	—
Total for school,	1	1	64	—	42	44.8	.906	—
Lowell: —	1	2						
Cooking.								
Family meals (\$5 per week),			123	2	106	27.5	.907	—
Family meals (\$5+ per week),			96	2	83	30	.833	—
Family meals (\$7 per week),			67	—	51	19	.816	—
Family meals (\$9 per week),			64	1	53	14.9	.852	—
Dressmaking.								
Aprons,			53	—	45	23.8	.916	—
Kimonos,			80	—	73	15	.887	—
Skirts,			157	8	138	17.3	.844	—
Underwear,			59	1	43	16.9	.875	—
Waists,			187	9	163	22	.804	—
Millinery.								
Renovating,			43	—	40	15.5	.875	—
Winter hats,			16	—	16	13.6	.89	—
Straw hats,			25	—	25	12.3	.837	—
Trimmings,			10	—	9	9.9	.727	—
Velvet hats,			11	—	11	10.3	.893	—
Total for school,	1	2	991	9	856	248	.854	—
Methuen: —	1	1						
Cooking,			60	—	49	51.4	.86	—
Dressmaking,			31	—	30	30.5	.973	—
Total for school,	1	1	91	—	79	81.9	.916	—

1 No data.

TABLE No. 6. — *Vital statistics by types of schools and departments — Continued.**Group VI. Practical arts (evening) — Continued.*

GRADUATES.			WITHDRAWALS.		WITHDRAWALS NOT ENTER- ING INDUSTRY TRAINED FOR.		Number of withdrawals not entering in- dustry trained for and who had less than six months' trade instruction.	Total number of teachers required.	Total possible hours school is in session per year.	Student hours.
Placed in industry trained for.	Not placed in industry trained for.	Occupations unknown.	Placed in industry trained for.	Sent back to regular school.	Withdrew voluntarily.	Discharged for cause.				
10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
-	-	-	-	-	-	-	-	3	164	2,101
-	-	-	-	-	-	-	-	1	84	1,108.8
-	-	-	-	-	-	-	-	1	36	615.6
-	-	-	-	-	-	-	-	2	74	921.8
-	-	-	-	-	-	-	-	3	176	2,030.5
-	-	-	-	-	-	-	-	1	82	959.4
-	-	-	-	-	-	-	-	1	83	1,286.5
-	-	-	-	-	-	-	-	11	699	9,023.6
-	-	-	-	-	-	-	-	3	120	3,240
-	-	-	-	-	-	-	-	19	120	13,920
-	-	-	-	-	-	-	-	7	120	5,760
-	-	-	-	-	-	-	-	29	360	22,920
-	-	-	-	-	-	-	-	1	88	1,804
-	-	-	-	-	-	-	-	1	40	972
-	-	-	-	-	-	-	-	2	128	2,776
-	-	-	-	-	-	-	-	-1	20	3,850
-	-	-	-	-	-	-	-	-1	20	1,800
-	-	-	-	-	-	-	-	-1	20	760
-	-	-	-	-	-	-	-	-1	20	1,192
-	-	-	-	-	-	-	-	-1	20	952
-	-	-	-	-	-	-	-	-1	20	1,500
-	-	-	-	-	-	-	-	-1	20	2,422
-	-	-	-	-	-	-	-	-1	20	676
-	-	-	-	-	-	-	-	-1	20	3,080
-	-	-	-	-	-	-	-	-1	20	816
-	-	-	-	-	-	-	-	-1	20	310
-	-	-	-	-	-	-	-	-1	20	492
-	-	-	-	-	-	-	-	-1	20	198
-	-	-	-	-	-	-	-	-1	20	206
-	-	-	-	-	-	-	-	14	280	18,254
-	-	-	-	-	-	-	-	1	80	1,028
-	-	-	-	-	-	-	-	1	80	610
-	-	-	-	-	-	-	-	2	160	1,638

TABLE NO. 6. — *Vital statistics by types of schools and departments — Continued.**Grade VI. Practical arts (evening) — Continued.*

COUNTIES, CITIES, TOWNS AND DEPARTMENTS.	Number of schools.	Number of centers.	Total enrollment.	Number of nonresidents.	DISTRIBUTION OF EN- ROLLMENT BY MEMBERSHIP AND ATTENDANCE.			
					Membership at close of year.	Average membership.	Per cent. of attendance.	Number of graduates.
1.	2.	3.	4.	5.	6.	7.	8.	9.
Natick: —	1	1						
Cooking,			14	—	8	9.4	.84	—
Dressmaking,			36	—	20	11.7	.95	—
Millinery,			10	—	7	8.1	.913	—
Total for school,	1	1	60	—	35	29.2	.904	—
New Bedford: —	1	5						
Cooking,			40	1	25	33	.818	8
Millinery,			91	2	75	78	.846	6
Sewing,			365	5	263	286	.797	8
Total for school,	1	5	496	8	363	397	.808	22
Newton: —	1	1						
Cooking,			16	3	10	11.9	.706	3
Dressmaking,			24	4	10	17.2	.727	5
Sewing (elementary), . . .			48	10	24	34.1	.754	12
Total for school,	1	1	88	17	44	63.2	.737	20
North Attleborough: —	1	1						
Cooking,			41	—	21	23.2	.806	—
Sewing,			7	—	5	3.8	.816	—
Total for school,	1	1	48	—	26	27	.804	—
Quincy: —	1	2						
Dressmaking and millinery, .			118	7	112	14.3	.924	—
Total for school,	1	2	118	7	112	14.3	.924	—
Taunton: —	1	1						
Millinery,			16	—	14	15	.973	—
Sewing,			17	—	13	14	.957	—
Total for school,	1	1	33	—	27	29	.965	—
Wakefield: —	1	1						
Cooking,			17	2	10	12.7	.877	—
Millinery,			89	13	82	51.9	.926	—
Sewing,			54	14	42	40.4	.860	—
Total for school,	1	1	160	29	134	105.2	.894	—
Walpole: —	1	1						
Cooking,			10	—	10	10	.893	10
Total for school,	1	1	10	—	10	10	.893	10

GRADUATES.			WITHDRAWALS.		WITHDRAWALS NOT ENTER- ING INDUSTRY TRAINED FOR.		Number of withdrawals not entering industry trained for and who had less than six months' trade instruction.	Total number of teachers required.	Total possible hours school is in session per year.	Student hours.
Placed in industry trained for.	Not placed in industry trained for.	Occupations unknown.	Placed in industry trained for.	Sent back to regular school.	Withdrew voluntarily.	Discharged for cause.				
10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
-	-	-	-	-	-	-	-	1	40	376
-	-	-	-	-	-	-	-	1	80	1,872
-	-	-	-	-	-	-	-	1	80	648
-	-	-	-	-	-	-	-	3	200	2,896
-	-	-	-	-	-	-	-	2	80	2,640
-	-	-	-	-	-	-	-	5	80	6,240
-	-	-	-	-	-	-	-	15	80	22,880
-	-	-	-	-	-	-	-	22	240	31,760
-	-	-	-	-	-	-	-	1	100	1,190
-	-	-	-	-	-	-	-	1	100	1,720
-	-	-	-	-	-	-	-	2	100	3,410
-	-	-	-	-	-	-	-	4	300	6,320
-	-	-	-	-	-	-	-	1	136	1,545.6
-	-	-	-	-	-	-	-	1	84	319.2
-	-	-	-	-	-	-	-	2	220	1,864.8
-	-	-	-	-	-	-	-	1	502	7,280.6
-	-	-	-	-	-	-	-	1	502	7,280.6
-	-	-	-	-	-	-	-	1	48	720
-	-	-	-	-	-	-	-	1	48	672
-	-	-	-	-	-	-	-	2	96	1,392
-	-	-	-	-	-	-	-	1	80	1,021.6
-	-	-	-	-	-	-	-	4	60	3,119.4
-	-	-	-	-	-	-	-	4	80	3,236
-	-	-	-	-	-	-	-	5	220	7,377
-	-	-	-	-	-	-	-	1	60	600
-	-	-	-	-	-	-	-	1	60	600

TABLE NO. 6. — *Vital statistics by types of schools and departments — Continued.**Group VI. Practical arts (evening) — Concluded.*

COUNTIES, CITIES, TOWNS AND DEPARTMENTS.	Number of schools.	Number of centers.	Total enrollment.	Number of nonresidents.	DISTRIBUTION OF EN- ROLLMENT BY MEMBERSHIP AND ATTENDANCE.			
					Membership at close of year.	Average membership.	Per cent. of attendance.	Number of graduates.
1.	2.	3.	4.	5.	6.	7.	8.	9.
Weymouth: —	1	1						
Cooking (elementary), . . .			6	—	6	6	.583	—
Cooking (advanced), . . .			21	—	18	19.2	.735	—
Dressmaking (elementary), . .			19	—	15	16.1	.812	—
Dressmaking (advanced), . .			11	—	11	11	.863	—
Total for school, . . .	1	1	57	—	50	52.4	.768	—
Worcester: —	1	2						
Dressmaking.								
Plain sewing,			339	—	— ¹	131.9	.878	—
Plain skirts,			304	—	— ¹	68.6	.854	—
Advanced skirts,			150	—	— ¹	35.6	.845	—
Plain waists,			386	—	— ¹	92.5	.84	—
Advanced waists,			149	—	— ¹	39.6	.853	—
One-piece dresses,			21	—	— ¹	19	.921	—
Advanced dresses,			103	—	— ¹	47.2	.864	—
Draping,			46	—	— ¹	25.8	.834	—
Millinery,			347	—	— ¹	81.7	.882	—
Total for school,	1	2	1,845	—	— ¹	541.9	.863	—
Total for type of school, . . .	20	45	7,331	123	3,678	3,246.4	.852	54

Group VII. Continuation schools (compulsory and voluntary).

Boston: —	1	13						
Boys.								
General improvement,			2,041	—	413	— ¹	— ¹	—
Prevocational,			1,235	—	1,094	— ¹	— ¹	—
Trade extension,			368	—	219	— ¹	— ¹	—
Trade preparatory,			—	—	—	— ¹	— ¹	—
Total boys,	1	13	3,644	—	1,726	— ¹	— ¹	—
Girls.	1	13						
General improvement,			605	—	42	— ¹	— ¹	—
Prevocational,			1,311	—	814	— ¹	— ¹	—
Trade extension,			698	—	357	— ¹	— ¹	—
Trade preparatory,			—	—	—	— ¹	— ¹	—
Total girls,	1	13	2,614	—	1,213	— ¹	— ¹	—
Total for school,	1	13	6,258	—	2,939	2,603	.866	500

¹ No data.

TABLE No. 6. — *Vital statistics by types of schools and departments — Continued.**Group VI. Practical arts (evening) — Concluded.*

GRADUATES.			WITHDRAWALS.		WITHDRAWALS NOT ENTERING INDUSTRY TRAINED FOR.		Number of withdrawals not entering industry trained for and who had less than six months' trade instruction.	Total number of teachers required.	Total possible hours school is in session per year.	Student hours.
Placed in industry trained for.	Not placed in industry trained for.	Occupations unknown.	Placed in industry trained for.	Sent back to regular school.	Withdrew voluntarily.	Discharged for cause.				
10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
-	-	-	-	-	-	-	-	1	8	48
-	-	-	-	-	-	-	-	1	8	154
-	-	-	-	-	-	-	-	1	16	259
-	-	-	-	-	-	-	-	2	16	176
-	-	-	-	-	-	-	-	3	48	637
-	-	-	-	-	-	-	-	3	48	3,165.6
-	-	-	-	-	-	-	-	3	24	1,646.4
-	-	-	-	-	-	-	-	1	24	854.4
-	-	-	-	-	-	-	-	4	24	2,220
-	-	-	-	-	-	-	-	1	24	950.4
-	-	-	-	-	-	-	-	3	48	912
-	-	-	-	-	-	-	-	3	48	2,265.6
-	-	-	-	-	-	-	-	1	70	879.6
-	-	-	-	-	-	-	-	4	64	5,228.8
-	-	-	-	-	-	-	-	23	374	18,122.8
-	-	-	-	-	-	-	-	210	5,597	297,790

Group VII. Continuation schools (compulsory and voluntary).

-	-	-	-	-	-	-	-	-	1,492 ²	- ¹
-	-	-	-	-	-	-	-	-	1,492	- ¹
-	-	-	-	-	-	-	-	-	1,492	- ¹
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	- ¹	4,476	- ¹
-	-	-	-	-	-	-	-	- ¹	1,492 ²	- ¹
-	-	-	-	-	-	-	-	- ¹	1,492	- ¹
-	-	-	-	-	-	-	-	- ¹	1,492	- ¹
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	- ¹	4,476	- ¹
-	-	-	-	-	-	-	-	36	8,952	390,450

² One hundred and fifty hours is all the time one pupil can possibly attend.

TABLE NO. 6. — *Vital statistics by types of schools and departments —*
Concluded.*Group VII. Continuation schools (compulsory and voluntary) — Concluded.*

COUNTIES, CITIES, TOWNS AND DEPARTMENTS.	Number of schools.	Number of centers.	Total enrollment.	Number of nonresidents.	DISTRIBUTION OF EN- ROLLMENT BY MEMBERSHIP AND ATTENDANCE.			
					Membership at close of year.	Average membership.	Per cent. of attendance.	Number of graduates.
1.	2.	3.	4.	5.	6.	7.	8.	9.
Fall River:—	1	1						
Boys'								
General improvement,			17	—	14	15	.80	—
Prevocational,			17	—	13	15	.933	—
Total for school,	1	1	34	—	27	30	.866	—
Total for type of school,	2	14	6,292	—	2,966	2,633	.866	500

Group VIII. Agricultural schools.

Bristol County,	1	1	59	11	41	52	.952	—
Essex County,	1	1	171	—	124	155	.929	—
Norfolk County, ¹	1	1	—	—	—	—	—	—
Northampton,	1	1	44	28	32	35.4	.974	8
Total for type of school,	4	4	274	39	197	242.4	.951	8

Group IX. Agricultural departments.

Ashfield,	1	1	18	7	15	15.5	.839	4
Brimfield,	1	1	12	2	10	11	.909	—
Clinton,	1	1	14	11	10	12	.917	1
Concord,	1	1	34	25	25	28.9	.904	4
Easton,	1	1	25	—	15	18.5	.935	—
Hadley,	1	1	21	2	18	20	.85	1
Harwich,	1	1	14	5	11	12	.916	1
Leominster,	1	1	20	3	12	15.4	.953	2
Marlborough,	1	1	12	2	7	8.6	.893	—
New Salem,	1	1	8	3	6	6.9	.956	2
Orange, ¹	1	1	—	—	—	—	—	—
Petersham,	1	1	8	—	3	6.7	.716	1
Reading,	1	1	32	14	24	26	.923	2
Sutton,	1	1	5	—	3	2.9	.80	—
Total for type of school,	14	14	223	74	159	184.4	.885	18
Grand total for all types of schools and departments,	84	129	22,142	1,098	10,609	10,109.6	.855	1,541

¹ School was established during the school year 1915-16, but no sessions were held, and there were therefore no vital statistics.

TABLE NO. 6. — *Vital statistics by types of schools and departments —*
Concluded.*Group VII. Continuation schools (compulsory and voluntary) — Concluded.*

GRADUATES.			WITHDRAWALS.		WITHDRAWALS NOT ENTER- ING INDUSTRY TRAINED FOR.		Number of withdrawals not entering in- dustry trained for and who had less than six months' trade instruction.	Total number of teachers required.	Total possible hours school is in session per year.	Student hours.
Placed in industry trained for.	Not placed in industry trained for.	Occupations unknown.	Placed in industry trained for.	Sent back to regular school.	Withdrew voluntarily.	Discharged for cause.				
10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
-	-	3	-	-	-	-	-	1	160	2,400
-	-	-	-	-	4	-	4	1	460	6,900
-	-	3	-	-	4	-	4	2	620	9,300
-	-	3	-	-	4	-	4	38	9,572	399,750

Group VIII. Agricultural schools.

-	-	-	6	2	8	-	-	3	1,750	94,577
-	-	-	16	11	9	2	11	12	1,300	216,286
8	-	-	5	2	5	-	5	5	1,150	45,750
8	-	-	27	15	22	2	16	20	4,200	356,613

Group IX. Agricultural departments.

3	1	-	1	-	2	-	-	1	1,100	19,734
1	-	-	2	-	-	-	-	1	932	11,510
1	-	-	3	-	1	-	-	1	1,000	13,425
4	-	-	7	-	2	-	1	2	1,000	32,826
1	-	-	7	1	1	-	-	1	1,100	25,328
1	-	-	2	-	1	-	1	2	1,000	21,497
1	-	-	-	-	3	-	-	1	850	12,228
1	1	-	-	2	2	-	-	1	1,000	18,338
-	-	-	-	1	2	2	-	1	855	9,567
2	-	-	-	-	3	-	1	1	600	7,461.3
1	-	-	1	-	-	-	-	-	-	-
1	1	-	1	1	1	-	-	1	540	6,203.5
-	-	-	7	1	-	-	-	1	1,300	40,084
-	-	-	-	-	-	-	-	1	600	17,400
15	3	-	30	6	18	2	3	15	11,877	235,601.8
454	57	19	532	145	975	93	513	723	142,955.3	5,482,651.1

* The department was established during the school year 1915-16, but no sessions were held, and there were therefore no vital statistics.

DIVISION 3. — UNIVERSITY EXTENSION.

The following list and tables are included in this division:—

- I. Table showing Enrollment, Subjects and Type of Instruction.
- II. Table showing Average Age of Students.
- III. Table showing Enrollment by Subjects in Classes and Groups, and Location of Same.
- IV. Table showing Number of Courses offered and Charge for Same.
- V. List of Students who received Certificates before Nov. 30, 1916.
- VI. (a) Figure showing Distribution of Costs on Basis of Appropriation.
(b) Figure showing Distribution of Costs on Basis of Actual Cost to Commonwealth.

I. Number of enrollments throughout Commonwealth in different subjects and according to type of instruction, — correspondence, class and group.

	Total.	Corre- spondence students.	Class students.	Group students.
Elementary English,	458	437	—	21
English Composition A,	218	107	111	—
English Composition B,	45	25	20	—
Foreign languages,	600	156	444	—
History, civics, economics,	77	39	24	14
Commercial subjects,	257	237	20	—
Education,	218	4	214	—
Mathematics,	522	318	195	9
Mechanical drawing,	181	157	—	24
Freehand drawing,	36	36	—	—
Mechanical engineering,	123	123	—	—
Electrical engineering,	50	30	20	—
Structural engineering,	57	57	—	—
Homemaking,	91	59	32	—
Civil service,	197	164	33	—
Industrial subjects,	267	53	214	—
	3,397	2,002	1,327	68

II. Age statistics.

	Years.
Average age of students in classes,	26.3
Average age of correspondence students,	23.2
Oldest student,	72

III. Number of enrollments in extension classes and groups, subjects taught, and cities and towns in which the classes or groups are held.

Classes.

CITY OR TOWN.	Number in class.	Subjects.
Boston,	33	Civil service.
Boston,	20	English Composition A.
Boston,	28	Commercial Spanish.
Boston,	29	Practical applied mathematics.
Boston (City Hospital),	22	Commercial Spanish.
Brockton,	42	Retail selling and store management.
Danvers,	21	Practical applied mathematics.
Fall River,	27	Practical applied mathematics.
Fitchburg,	20	Commercial Spanish.
Fitchburg,	55	Industrial management.
Frammingham,	32	Industrial management.
Gardner,	36	Retail selling and store management.
Gloucester,	64	Commercial Spanish.
Greenfield,	24	Practical applied mathematics.
Holyoke,	26	English Composition A.
Lawrence,	40	Practical applied mathematics.
Leominster,	49	Commercial Spanish.
Lowell,	24	English Composition A.
Lowell,	20	English Composition B.
Lowell,	29	Commercial Spanish.
Lowell,	214	Methods of teaching foreigners.
Ludlow,	25	Industrial management.
Lynn,	24	Retail selling and store management.
Lynn,	20	Industrial accounting.
Marlborough,	28	Commercial Spanish.
Needham,	45	Commercial Spanish.
New Bedford,	20	English Composition A.
New Bedford,	30	Commercial Spanish.
Newton,	24	Civics.
Pittsfield,	32	Home furnishing and decoration.
Rockland,	66	Commercial Spanish.
Springfield,	22	Shop arithmetic.
Waltham,	23	Commercial Spanish.
Watertown,	32	Practical applied mathematics.

III. Number of enrollments in extension classes and groups, subjects taught, and cities and towns in which the classes or groups are held — Concluded.

Classes — Concluded.

CITY OR TOWN.	Number in class.	Subjects.
Weymouth,	21	English Composition A.
Weymouth,	40	Commercial Spanish.
Worcester,	20	Practical electricity.
Total,	1,327	

Groups.

Lynn,	11	Elementary English.
Milford,	10	Elementary English.
Peabody,	14	Civics.
Springfield,	24	Shop sketching.
Worcester,	9	Practical applied mathematics.
Total,	68	

IV. Number of courses offered by the department and charges therefor.

38 courses cost, . . . \$2 00	8 courses cost, . . . \$4 00
7 courses cost, . . . 2 50	1 course costs, . . . 4 50
20 courses cost, . . . 3 00	9 courses cost, . . . 5 00
1 course costs, . . . 3 50	—
	84 courses.

The cost of the above courses to the student does not include the expense of instruction, which is borne by the Commonwealth. Nominal charges are made to cover the cost of postage, lesson sheets and sometimes of the necessary textbooks.

V. Students who received certificates on or before Nov. 30, 1916.

STUDENT.	Address.	Course.
William H. Bamford,	Lowell,	Concrete and its uses.
Edith P. Bartlett,	Marshfield Hills, . .	Elementary English.
Frederick Baur,	Newburyport, . . .	Mechanical drawing.
Richard J. Black,	West Lynn,	Practical applied mathematics.
Isaac Block,	Westfield,	Mechanical drawing.
William Boisvert,	Willimansett, . . .	Mechanical drawing.
Annie E. Bragdon,	South Bellingham, .	Elementary English.
William J. Cahill,	Salem,	Elementary English.
Stephen D. Coffey,	Townsend,	Typewriting.
Michael F. Collins,	Peabody,	Heating and lighting.
Walter L. Cook,	Athol,	Practical applied mathematics.
Enoch Coupe,	New Bedford, . . .	Plain English.
Roy E. Crane,	Medford,	Home furnishing and decoration.
George H. Cushing,	Somerville,	Mechanical drawing.
Francisco P. daFonseca, . . .	New Bedford, . . .	Electric wiring.
Bertha E. Davis,	Brookline,	Home furnishing and decoration.
Frank P. Delahanty,	Fall River,	Elementary English.
Emile J. Dupont,	Worcester,	Concrete and its uses.
Lura A. Elliott,	Somerville,	Home furnishing and decoration.
Frederick K. English,	Boston,	Practical applied mathematics.
Frederick A. P. Fiske,	Somerville,	Gasoline automobiles.
Peter Fogg,	North Adams, . . .	Elementary English.
Marie L. Gamache,	Fall River,	Elementary English.
Albert J. Gibson,	North Adams, . . .	Retail selling and store manage- ment.
Howard G. Gilbert,	Beverly,	Mechanical drawing.
Frederick L. Gile,	Allston,	Gasoline automobiles.
Ronald E. Griswold,	Adams,	Practical applied mathematics.
David M. Halpern,	Boston,	Bookkeeping.
Blanche D. Hanson,	North Billerica, . .	Home furnishing and decoration.
William Hart,	Dorchester,	Civil service.
James J. Henry,	Boston,	Gasoline automobiles.
Stanley B. Hills,	Ipswich,	Practical applied mathematics.
Daniel J. Hince,	Lawrence,	Retail selling and store manage- ment.
Eugene F. Holt,	Pittsfield,	Shop arithmetic.
Harley H. Howe,	Chelsea,	Mechanical drawing.
Harley H. Howe,	Chelsea,	Practical applied mathematics.
Arthur S. Hubbard,	Braintree,	Gasoline automobiles.

V. Students who received certificates on or before Nov. 30, 1916 —
Continued.

Student.	Address.	Course.
Gustaf W. Jacobson, . . .	Worcester, . . .	Practical mechanics.
Gustaf W. Jacobson, . . .	Worcester, . . .	Strength of materials.
Carl E. Janson, . . .	Hyde Park, . . .	Mechanical drawing.
George P. Jordan, . . .	Lynn, . . .	Bookkeeping.
George Kanistros, . . .	Boston, . . .	Plain English.
Alonzo T. Keene, . . .	Beverly, . . .	Heating and lighting.
Cornelius J. Kelleher, . . .	Newburyport, . . .	Concrete and its uses.
Blanche B. Kimball, . . .	Newburyport, . . .	Elementary English.
Ruth E. Kingman, . . .	Somerville, . . .	Home furnishing and decoration.
Alfred A. Langwald, Jr., . . .	Lynn, . . .	Practical steam engineering.
Meyer Levin, . . .	Springfield, . . .	English for new Americans.
Sydney E. Locke, . . .	Hyde Park, . . .	Practical applied mathematics.
John P. Luby, . . .	Roxbury, . . .	Concrete and its uses.
Alwin Lutz, . . .	Lawrence, . . .	Practical applied mathematics.
Peter Maimonis, . . .	Salem, . . .	Plumbing.
Peter Maimonis, . . .	Salem, . . .	Concrete and its uses.
Lena K. Matson, . . .	Greenfield, . . .	Bookkeeping.
H. Frances McDonnell, . . .	Andover, . . .	Civil service.
Elmer A. McKenzie, . . .	Holyoke, . . .	Mechanical drawing.
James F. McMahon, . . .	Boston, . . .	Shop arithmetic.
Jacob Milhendler, . . .	Haverhill, . . .	Civil service (20 lessons).
Rhoda C. Moore, . . .	Marlborough, . . .	Dietetics.
Thomas A. Moran, . . .	Amesbury, . . .	Elementary English.
Christopher O'Hagan, . . .	Lowell, . . .	Mechanical drawing.
John D. O'Hara, . . .	Winchester, . . .	Shop arithmetic.
Stephen O'Hara, . . .	Holyoke, . . .	Shop arithmetic.
Mrs. C. L. Pepper, . . .	Quincy, . . .	Typewriting.
Wilhelm Peterson, . . .	Wrentham, . . .	Commercial correspondence.
Myron D. Place, . . .	Wrentham, . . .	Practical applied mathematics.
Myra A. Plumstead, . . .	Brockton, . . .	Elementary English.
Mary B. Pomeroy, . . .	Sunderland, . . .	Dietetics.
James B. Prescott, . . .	North Brookfield, . . .	Mechanical drawing.
George Price, . . .	Lee, . . .	Gasoline automobiles.
William E. Rankin, . . .	New Bedford, . . .	Practical applied mathematics.
Beatrice Reed, . . .	Natick, . . .	Elementary English.
Jacob M. Reed, . . .	Lynn, . . .	English for new Americans.

*V. Students who received certificates on or before Nov. 30, 1916 —
Concluded.*

Student.	Address.	Course.
Alice C. Reynolds, . . .	Saundersville, . . .	Gasoline automobiles.
Elton H. Rimington, . . .	Beverly, . . .	Retail selling and store management.
Clarence W. Rolfe, . . .	Malden, . . .	Practical applied mathematics.
Clarence W. Rolfe, . . .	Malden, . . .	Practical mechanics.
Mrs. Marie H. Rowland, . . .	Leverett, . . .	Elementary English.
Lillian F. Shaw, . . .	South Hanson, . . .	Elementary English.
Sister Marie Ange, . . .	Fall River, . . .	Elementary English.
Sister Ste. Marthe, . . .	Fall River, . . .	Elementary English.
John E. Shea, . . .	Springfield, . . .	Practical applied mathematics.
Elmer F. Staples, . . .	Danvers, . . .	Practical applied mathematics.
Bartholomew Sullivan, . . .	Plymouth, . . .	Materials of construction.
John C. Sullivan, Jr., . . .	Fall River, . . .	Plumbing.
Philip W. Taylor, . . .	Fitchburg, . . .	Concrete and its uses.
Willie E. Taylor, . . .	Methuen, . . .	Practical applied mathematics.
Rosswell D. Tebbetts, . . .	Worcester, . . .	Practical machine design.
Charles J. Tuttle, . . .	Waltham, . . .	Practical mechanics.
Charles A. VanEvera, . . .	Brockton, . . .	Concrete and its uses.
Paul J. Visco, . . .	Springfield, . . .	Mechanical drawing.
George K. Watson, . . .	West Roxbury, . . .	Elementary English.
Harold G. Webber, . . .	Danvers, . . .	Elementary English (10 lessons).
Henry Woodborough, . . .	Fiskdale, . . .	Practical applied mathematics.

Besides the above, eight have completed courses but have waived taking examinations, and therefore were not given certificates.

VI. (a). Showing distribution of costs on basis of appropriation.

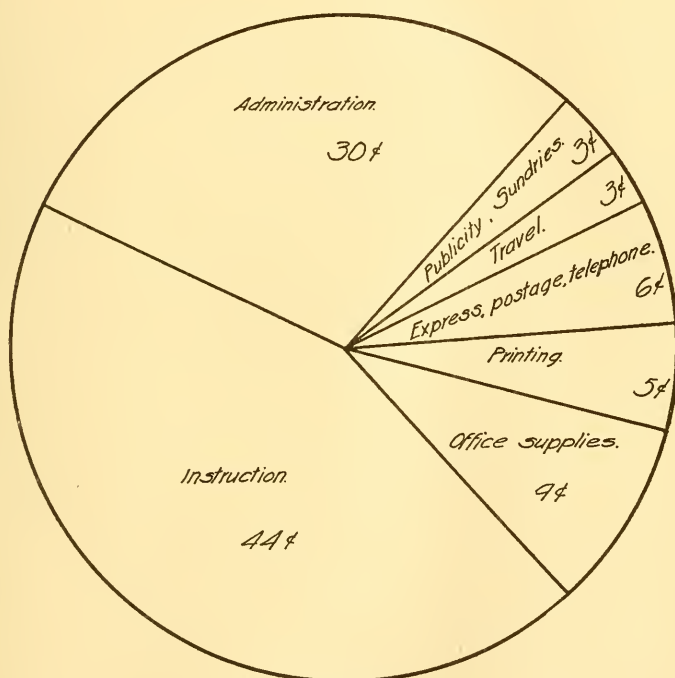
How a Dollar is Divided in University Extension.



According to Total Expenditure on Basis of Appropriation (Approx)

VI. (b). Showing distribution of costs on basis of actual cost to Commonwealth.

How a Dollar is Divided in University Extension.



According to Actual Cost to Commonwealth--Expenditures less Receipts for Books and Materials (approximate)

AN ABSTRACT

OF THE

SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES
OF THE SEVERAL TOWNS AND CITIES IN
THE COMMONWEALTH

FOR

THE SCHOOL YEAR 1915-16.

EXPLANATION OF TABLE.

The table on pages vi to cxiii gives the principal items in the annual school returns from the 353 cities and towns of the Commonwealth, together with certain other data, as described below.

The cities and towns are divided into four groups, and arranged within each group in the order of population, as follows:—

	Numbers
Group I. Cities,	1-36
Group II. Towns of 5,000 population or over,	37-114
Group III. Towns of less than 5,000 population and maintaining public high schools,	115-231
Group IV. Towns of less than 5,000 population and not maintaining public high schools,	232-353

The number preceding the name of each city and town in the index on pages iv and v indicates its place in the table. For further convenience the columns containing any particular data have the same number throughout the table.

The columns contain the following data:—

1. *Population*, State census of 1915.
2. *Valuation* as of April 1, 1915. These valuations include supplementary assessments made between the 10th and 20th of December, 1915, on property as of April 1, 1915.
- 3-11. *Teaching staff and pupils* in public day schools.
- 12-15. *School census*, Sept. 1, 1915.
- 16-31. *Itemized expenditures for support* of all public schools, year ending June 30, 1916.
- 32-34. *Expenditures for outlay*, including new grounds, buildings and alterations, and new equipment, year ending June 30, 1916.
- 35-44. *Expenditure for school support classified as to sources* from which the funds were received. These expenditures are for the city or town fiscal year next preceding June 30, 1916, which in all towns and nearly all cities ended Dec. 31, 1915. These columns contain also the rank of each city and town on the basis of the per capita expenditures from funds received from local taxation, from the State and from all sources.

- 45-46. *Income from Massachusetts school fund.*
- 47-48. *Valuation per pupil*, based on the average membership of the public day schools for the year ending June 30, 1916, and the rank of the city or town based thereon.
- 49-50. *Expenditure per \$1,000 valuation* for school support from funds raised by local taxation, fiscal year next preceding June 30, 1916, and the rank of the city or town based thereon.
- 51-52. *Rate of total tax per \$1,000 valuation* for 1915, and the rank of the city or town based thereon.
- 53-61. *Public day elementary schools.*
- 62-63. *Evening and vacation schools.*
- 64-75. *Public day high schools* in cities and towns in Groups I., II. and III.
- 76-83. *Expenditures for high school education* in towns in Group IV., which are towns not maintaining public high schools.

Pages cxiv and cxv contain a table giving a comparison of certain State totals for 1915-16 with the corresponding data for 1905-06, and showing the percentage of increase and decrease for a period of ten years.

Statistics for State-aided vocational education are not included in the school returns, and consequently are not given in the tables in this abstract.

INDEX OF CITIES AND TOWNS.

The number preceding the name of the city or town indicates its place in the table that follows

100 Abington.	259 Cheshire.	225 Granby.
245 Acton.	205 Chester.	293 Granville.
242 Acushnet.	309 Chesterfield.	86 Great Barrington.
48 Adams.	25 Chicopee.	53 Greenfield.
232 Agawam.	342 Chilmark.	324 Greenwich.
344 Alford.	278 Clarksburg.	164 Groton.
72 Amesbury.	49 Clinton.	162 Groveland.
102 Amherst.	146 Cohasset.	
74 Andover.	250 Colrain.	151 Hadley.
43 Arlington.	85 Concord.	302 Halifax.
246 Ashburnham.	212 Conway.	182 Hamilton.
224 Ashby.	301 Cummington.	299 Hampden.
219 Ashfield.		313 Hancock.
177 Ashland.	126 Dalton.	152 Hanover.
63 Athol.	298 Dana.	252 Hanson.
31 Attleboro.	56 Danvers.	130 Hardwick.
234 Auburn.	106 Dartmouth.	280 Harvard.
170 Avon.	58 Dedham.	169 Harwich.
149 Ayer.	237 Deerfield.	238 Hatfield.
	184 Dennis.	13 Haverhill.
115 Barnstable.	241 Dighton.	323 Hawley.
132 Barre.	168 Douglas.	328 Heath.
286 Becket.	218 Dover.	109 Hingham.
264 Bedford.	233 Dracut.	274 Hinsdale.
173 Belchertown.	119 Dudley.	139 Holbrook.
248 Bellingham.	331 Dunstable.	158 Holden.
73 Belmont.	178 Duxbury.	350 Holland.
285 Berkley.		148 Holliston.
290 Berlin.	128 East Bridgewater.	12 Holyoke.
227 Bernardston.	310 Eastham.	153 Hopedale.
28 Beverly.	62 Easthampton.	159 Hopkinton.
136 Billerica.	249 East Longmeadow.	283 Hubbardston.
99 Blackstone.	113 Easton.	84 Hudson.
303 Blandford.	209 Edgartown.	243 Hull.
229 Bolton.	305 Egremont.	200 Huntington.
1 Boston.	292 Enfield.	
150 Bourne.	275 Erving.	91 Ipswich.
336 Boxborough.	191 Essex.	
297 Boxford.	20 Everett.	157 Kingston.
294 Boylston.		
68 Braintree.	90 Fairhaven.	260 Lakeville.
228 Brewster.	3 Fall River.	156 Lancaster.
66 Bridgewater.	125 Falmouth.	282 Lanesborough.
222 Brimfield.	18 Fitchburg.	9 Lawrence.
11 Brockton.	322 Florida.	118 Lee.
174 Brookfield.	127 Foxborough.	134 Leicester.
37 Brookline.	42 Framingham.	137 Lenox.
258 Buckland.	88 Franklin.	32 Leominster.
296 Burlington.	255 Freetown.	295 Leverett.
		103 Lexington.
5 Cambridge.	41 Gardner.	333 Leyden.
101 Canton.	349 Gay Head.	267 Lincoln.
315 Carlisle.	247 Georgetown.	211 Littleton.
189 Carver.	288 Gill.	253 Longmeadow.
220 Charlemont.	27 Gloucester.	6 Lowell.
167 Charlton.	341 Goshen.	92 Ludlow.
192 Chatham.	351 Gosnold.	193 Lunenburg.
110 Chelmsford.	93 Grafton.	8 Lynn.
15 Chelsea.		279 Lynnfield.

14 Malden.	38 Peabody.	145 Sutton.
141 Manchester.	314 Pelham.	79 Swampscott.
98 Mansfield.	206 Pembroke.	239 Swansea.
76 Marblehead.	144 Pepperell.	
261 Marion.	348 Peru.	22 Taunton.
36 Marlborough.	230 Petersham.	123 Templeton.
188 Marshfield.	326 Phillipston.	108 Tewksbury.
345 Mashpee.	19 Pittsfield.	207 Tisbury.
266 Mattapoisett.	330 Plainfield.	347 Tolland.
83 Maynard.	202 Plainville.	214 Topsfield.
129 Medfield.	50 Plymouth.	185 Townsend.
23 Medford.	306 Plympton.	300 Truro.
142 Medway.	338 Prescott.	287 Tyngsborough.
33 Melrose.	226 Princeton.	335 Tyringham.
223 Mendon.	121 Provincetown.	
172 Merrimac.		175 Upton.
45 Methuen.	17 Quincy.	116 Uxbridge.
70 Middleborough.		
337 Middlefield.	117 Randolph.	51 Wakefield.
268 Middleton.	251 Raynham.	334 Wales.
47 Milford.	82 Reading.	104 Walpole.
107 Millbury.	244 Rehoboth.	24 Waltham.
199 Millis.	26 Revere.	67 Ware.
71 Milton.	307 Richmond.	112 Wareham.
339 Monroe.	276 Rochester.	122 Warren.
114 Monson.	80 Rockland.	316 Warwick.
75 Montague.	120 Rockport.	343 Washington.
332 Monterey.	325 Rowe.	40 Watertown.
346 Montgomery.	262 Rowley.	176 Wayland.
352 Mount Washington.	291 Royalston.	54 Webster.
	281 Russell.	89 Wellesley.
204 Nahant.	181 Rutland.	221 Wellfleet.
138 Nantucket.		327 Wendell.
57 Natick.	21 Salem.	284 Wenham.
87 Needham.	254 Salisbury.	96 Westborough.
353 New Ashford.	308 Sandisfield.	208 West Boylston.
4 New Bedford.	197 Sandwich.	236 West Bridgewater.
318 New Braintree.	60 Saugus.	270 West Brookfield.
257 Newbury.	312 Savoy.	39 Westfield.
35 Newburyport.	154 Scituate.	143 Westford.
217 New Marlborough.	235 Seekonk.	321 Westhampton.
231 New Salem.	160 Sharon.	194 Westminster.
16 Newton.	183 Sheffield.	196 West Newbury.
273 Norfolk.	198 Shelburne.	163 Weston.
29 North Adams.	190 Sherborn.	135 Westport.
30 Northampton.	166 Shirley.	55 West Springfield.
95 North Andover.	147 Shrewsbury.	272 West Stockbridge.
65 North Attleborough.	340 Shutesbury.	320 West Tisbury.
186 Northborough.	133 Somerset.	263 Westwood.
69 Northbridge.	10 Somerville.	46 Weymouth.
140 North Brookfield.	289 Southampton.	77 Whitman.
187 Northfield.	180 Southborough.	240 Wilbraham.
269 North Reading.	44 Southbridge.	171 Williamsburg.
155 Norton.	111 South Hadley.	124 Williamstown.
195 Norwell.	265 Southwick.	165 Wilmington.
59 Norwood.	94 Spencer.	97 Winchendon.
	7 Springfield.	61 Winchester.
210 Oak Bluffs.	203 Sterling.	329 Windsor.
311 Oakham.	179 Stockbridge.	52 Winthrop.
105 Orange.	78 Stoneham.	34 Woburn.
215 Orleans.	81 Stoughton.	2 Worcester.
319 Otis.	216 Stow.	304 Worthington.
131 Oxford.	256 Sturbridge.	161 Wrentham.
	213 Sudbury.	
64 Palmer.	271 Sunderland.	201 Yarmouth.
317 Paxton.		

BOARD OF EDUCATION.

GROUP I. CITIES.

	CITIES.	Population, State Census, 1915.	Valuation, as of April 1, 1915.	TEACHING STAFF IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — JAN. 1, 1916.			
				Principals.	Supervisors.	Teachers.	Total.
		1	2	3	4	5	6
1	Boston,	745,439	\$1,573,164,500	85	48	3,013	3,146
2	Worcester,	162,697	180,074,186	43	6	766	815
3	Fall River,	124,791	107,153,345	31	4	574	609
4	New Bedford,	109,568	111,465,763	25	10	388	423
5	Cambridge,	108,822	130,997,710	26	2	487	515
6	Lowell,	107,978	92,954,197	14	7	318	339
7	Springfield,	102,971	190,402,170	29	12	611	652
8	Lynn,	95,803	92,333,285	13	5	356	374
9	Lawrence,	90,259	82,785,245	29	5	359	393
10	Somerville,	86,854	77,444,399	16	5	358	379
11	Brockton,	62,288	54,450,391	30	8	310	348
12	Holyoke,	60,816	65,551,223	17	5	247	269
13	Haverhill,	49,450	44,680,117	12	6	228	246
14	Malden,	48,907	42,925,091	10	4	214	228
15	Chelsea,	43,426	30,084,560	7	6	187	200
16	Newton,	43,113	86,451,659	10	7	267	284
17	Quincy,	40,674	43,803,965	9	5	186	200
18	Fitchburg,	39,656	40,547,574	2	5	154	161
19	Pittsfield,	39,607	40,872,870	15	7	251	273
20	Everett,	37,718	32,805,950	12	2	203	217
21	Salem,	37,200	43,364,600	6	3	156	165
22	Taunton,	36,161	26,832,231	4	2	164	170
23	Medford,	30,509	31,449,950	6	4	152	162
24	Waltham,	30,154	31,981,000	3	6	108	117
25	Chicopee,	30,138	20,385,240	4	2	134	140
26	Revere,	25,178	23,444,600	6	2	134	142
27	Gloucester,	24,478	26,263,201	3	4	139	146
28	Beverly,	22,959	44,680,057	9	6	145	160
29	North Adams,	22,035	16,615,361	8	6	106	120
30	Northampton,	21,654	18,920,031	4	6	92	102
31	Attleboro,	18,480	22,374,610	4	2	90	96
32	Leominster,	17,646	13,788,640	1	5	84	90
33	Melrose,	16,880	19,002,880	6	5	79	90
34	Woburn,	16,410	13,520,565	1	3	76	80
35	Newburyport,	15,311	12,656,186	—	4	62	66
36	Marlborough,	15,250	11,307,191	5	6	60	71
	Totals,	2,581,280	\$3,497,534,843	505	225	11,258	11,988

SCHOOL RETURNS.

vii

GROUP I. CITIES.

PUPILS IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — YEAR ENDING JUNE 30, 1916.					SCHOOL CENSUS, SEPT. 1, 1915.			
Pupils enrolled.	Aggregate days' at- tendance.	Average daily at- tendance.	Average number of days in session.	Average member- ship.	Persons 5 to 7 years.	Persons 7 to 14 years.	Persons 14 to 16 years.	Illiterates 16 to 21 years.
7	8	9	10	11	12	13 *	14	15
122,950	18,372,317	100,309	184	109,798	25,638	89,121	21,073	36
26,858	4,102,967	21,941	187	23,945	5,374	18,606	3,947	24
17,385	2,589,975	14,263	184	15,643	4,834	16,623	4,720	1,642
15,210	2,438,233	12,827	190	13,754	3,662	13,314	3,313	1,912
16,824	2,685,252	14,533	186	15,725	4,245	15,442	3,695	51
14,053	1,964,645	11,050	178	12,070	2,901	12,208	2,039	839
19,693	2,966,661	15,792	188	17,159	3,537	11,626	2,966	623
13,790	2,198,667	12,287	179	13,117	3,036	9,987	2,217	216
11,829	1,624,799	9,177	177	9,799	2,714	10,160	1,940	965
13,755	2,166,950	12,205	186	13,057	2,980	9,825	2,351	13
11,242	1,793,306	9,584	187	10,116	1,702	6,413	1,642	382
7,756	1,219,135	6,417	190	6,863	1,641	8,620	1,088	692
7,602	1,259,820	6,525	180	6,999	1,413	6,540	1,505	226
8,041	1,222,617	6,824	180	7,335	1,529	6,004	1,315	163
7,592	1,197,510	6,690	179	7,224	1,611	5,443	1,261	318
7,667	1,206,330	6,556	184	7,137	1,499	5,252	1,438	198
7,347	1,162,015	6,355	182	6,806	1,644	7,205	1,818	211
4,944	785,077	4,295	183	4,606	1,578	5,270	1,270	360
7,130	1,086,266	5,768	189	6,218	1,417	4,870	1,176	328
7,506	1,238,549	6,762	183	7,169	1,358	5,129	1,202	57
5,518	856,066	4,773	179	5,170	1,553	4,516	1,144	-
5,604	803,090	4,513	178	4,752	1,078	4,397	1,127	-
5,839	925,652	5,352	173	5,722	951	3,639	633	15
3,394	521,139	2,851	183	3,078	852	3,072	770	45
4,288	630,814	3,466	187	3,809	692	2,270	300	612
5,391	850,373	4,762	179	5,156	908	3,144	621	-
4,739	795,401	4,335	183	4,464	814	2,911	697	66
4,495	706,345	3,897	183	4,193	783	2,604	570	95
3,349	508,500	2,825	180	3,045	835	3,153	774	66
2,977	472,778	2,537	186	2,716	684	2,433	628	67
3,045	465,392	2,586	180	2,742	670	2,230	362	-
2,554	403,512	2,212	178	2,399	602	2,573	568	155
2,805	452,152	2,591	174	2,675	641	2,077	522	5
3,074	478,648	2,714	175	2,882	673	2,201	579	35
2,115	334,321	1,841	183	1,937	466	1,697	408	34
2,060	334,374	1,863	185	2,047	530	1,572	1,048	58
410,421	62,819,648	343,278	183	371,327	87,045	312,147	72,733	10,509

GROUP I. CITIES — *Con.*

	CITIES.	ITEMIZED EXPENDITURES FOR SUPPORT OF ALL			
		GENERAL CONTROL.		INSTRUCTION.	
		School committee and business offices.	Superintendents' salaries and office expenses.	Principals' salaries and expenses.	Supervisors' salaries and expenses.
		16	17	18	19
1	Boston,	\$217,553 69	\$78,208 31	\$308,554 53	\$76,862 76
2	Worcester,	11,308 00	20,650 00	80,015 75	11,415 00
3	Fall River,	5,401 77	13,371 68	53,251 36	12,397 77
4	New Bedford,	5,858 40	11,682 07	47,653 33	12,685 34
5	Cambridge,	14,547 71	15,032 74	53,325 25	4,504 11
6	Lowell,	638 86	10,781 66	26,028 38	8,437 00
7	Springfield,	—	30,190 59	57,246 23	16,252 00
8	Lynn,	7,167 87	9,462 40	27,617 37	4,770 00
9	Lawrence,	3,808 05	11,213 96	42,172 50	6,617 46
10	Somerville,	1,057 82	8,624 25	32,206 98	5,520 26
11	Brockton,	—	7,997 46	38,968 00	7,625 00
12	Holyoke,	4,750 43	7,384 56	27,092 50	6,743 32
13	Haverhill,	—	7,156 26	16,568 57	4,078 59
14	Malden,	3,534 42	4,434 22	18,551 84	3,700 00
15	Chelsea,	1,041 00	5,419 63	12,978 81	7,250 00
16	Newton,	6,289 74	6,219 28	27,717 75	10,378 01
17	Quincy,	2,733 62	4,162 94	17,512 82	5,220 25
18	Fitchburg,	2,810 46	5,371 68	4,200 00	4,220 00
19	Pittsfield,	4,533 30	3,272 43	20,520 00	6,992 50
20	Everett,	3,056 28	4,727 35	18,121 52	3,157 05
21	Salem,	1,325 69	5,943 33	11,230 00	3,613 00
22	Taunton,	2,661 07	3,820 19	7,500 00	2,600 00
23	Medford,	981 97	5,200 67	10,355 24	3,450 00
24	Waltham,	1,757 42	3,428 60	6,419 00	3,674 20
25	Chicopee,	2,701 77	4,102 06	12,289 71	2,299 50
26	Revere,	1,793 22	3,330 67	9,084 90	2,459 00
27	Gloucester,	1,192 66	3,645 12	17,445 00	3,900 00
28	Beverly,	4,220 48	4,338 06	11,432 45	8,943 67
29	North Adams,	450 00	4,797 66	8,407 75	5,464 16
30	Northampton,	1,270 22	3,275 14	6,570 00	4,834 00
31	Attleboro,	2,307 84	3,336 28	6,382 55	2,518 73
32	Leominster,	1,085 23	3,325 85	2,198 63	3,775 00
33	Melrose,	1,498 88	3,496 66	8,580 00	3,690 00
34	Woburn,	1,580 23	2,600 00	2,000 00	1,950 00
35	Newburyport,	—	3,492 50	—	2,792 75
36	Marlborough,	900 00	2,136 00	5,500 00	2,725 00
	Totals,	\$321,818 10	\$325,632 26	\$1,055,698 72	\$277,515 43

SCHOOL RETURNS.

ix

GROUP I. CITIES — *Con.*

PUBLIC SCHOOLS — DAY, EVENING, VACATION — YEAR ENDING JUNE 30, 1916.

INSTRUCTION — <i>Con.</i>			OPERATION OF SCHOOL PLANT.		
Teachers' salaries.	Text-books.	Stationery, supplies and other expenses of instruction.	Janitor service.	Fuel.	Miscellaneous expenses of operation.
20	21	22	23	24	25
\$3,727,654 63	\$99,566 67	\$158,946 75	\$329,146 92	\$135,312 19	\$69,314 64
707,583 70	21,728 24	30,022 03	72,148 84	42,377 62	19,021 53
402,277 25	12,270 45	16,683 73	61,354 15	17,639 89	—
315,555 08	5,711 66	11,458 34	40,308 37	20,587 28	7,779 98
487,498 08	14,451 46	16,574 62	55,146 26	19,687 92	1,433 89
242,686 18	11,196 07	10,716 45	49,518 20	18,455 81	4,089 26
568,824 80	17,927 43	61,609 39	65,095 44	57,526 24	4,326 32
317,348 79	9,249 99	8,527 72	37,802 40	25,668 41	891 94
265,531 41	6,743 62	6,166 97	26,042 72	15,171 49	9,692 19
302,096 05	7,357 25	12,736 01	28,227 44	19,797 39	11,157 29
257,328 42	7,158 30	15,599 00	24,751 05	30,685 08	10,883 70
205,630 72	8,417 94	7,502 58	25,046 63	17,445 15	5,855 30
156,304 12	7,628 00	8,009 80	21,884 28	14,385 25	5,219 34
176,055 51	5,272 30	8,495 29	17,134 39	16,443 19	4,081 41
140,657 07	6,459 67	5,558 17	15,666 85	7,068 71	4,063 43
229,477 25	5,466 85	11,309 20	23,954 82	16,533 52	2,021 88
139,934 18	7,240 23	9,573 25	13,433 24	7,727 14	3,552 34
130,785 00	4,792 79	6,723 77	12,984 82	10,220 63	1,604 56
171,506 10	6,681 90	9,065 23	11,436 24	13,304 02	3,859 57
152,940 75	5,929 11	11,896 03	19,476 94	11,571 73	4,527 13
110,545 32	3,099 66	4,138 05	17,997 68	8,518 09	585 87
118,658 52	4,143 63	4,015 10	12,172 44	11,153 47	1,828 77
124,478 65	4,184 61	7,407 70	12,437 76	12,332 90	1,228 58
91,113 83	2,447 69	5,749 61	8,930 42	7,611 80	3,139 81
72,799 45	4,518 31	8,219 80	11,986 83	7,207 32	2,084 10
95,491 18	5,147 55	1,776 72	13,193 78	6,495 49	1,908 36
86,589 50	6,607 36	14,273 55	11,782 40	6,889 89	3,696 55
106,811 96	4,004 95	8,077 67	11,924 38	10,190 57	2,391 54
70,172 50	3,520 68	2,157 08	7,945 90	2,528 28	1,367 07
60,320 36	1,703 90	4,344 70	8,400 90	7,704 14	767 85
62,440 97	2,141 98	3,293 67	9,801 76	3,146 03	2,063 42
55,178 00	2,742 41	4,018 47	7,325 26	5,199 41	1,354 27
62,255 00	3,187 76	2,199 59	8,282 18	6,045 06	1,036 34
52,388 34	3,250 51	2,501 24	5,550 63	4,716 52	733 14
40,608 57	1,522 22	1,947 62	4,165 19	914 99	640 45
41,175 00	1,945 12	1,984 37	4,622 00	3,752 75	1,539 90
\$10,348,702 24	\$325,418 27	\$503,279 27	\$1,107,078 91	\$622,015 37	\$199,741 72

BOARD OF EDUCATION.

GROUP I. CITIES — *Con.*

	CITIES.	ITEMIZED EXPENDITURES FOR SUPPORT OF ALL PUBLIC YEAR ENDING			
		Repairs, replacement, and upkeep.	Libraries.	Promotion of health.	Transportation.
		26	27	28	29
1	Boston,	\$325,522 77	—	\$40,086 53	\$2,350 45
2	Worcester,	59,038 13	\$705 41	4,215 32	685 50
3	Fall River,	43,749 18	—	2,560 00	1,206 00
4	New Bedford,	9,040 55	—	2,354 00	1,120 00
5	Cambridge,	21,929 31	—	—	396 00
6	Lowell,	3,582 51	—	4,365 21	379 00
7	Springfield,	48,060 52	—	9,471 71	2,300 00
8	Lynn,	11,691 44	—	2,418 35	750 00
9	Lawrence,	36,162 80	—	2,904 17	—
10	Somerville,	21,344 74	—	3,789 41	—
11	Brockton,	23,413 35	—	3,866 02	1,638 25
12	Holyoke,	5,344 39	1,535 37	2,852 36	1,512 60
13	Haverhill,	8,811 86	—	—	3,059 50
14	Malden,	14,712 12	—	700 00	—
15	Chelsea,	3,189 44	—	1,275 00	—
16	Newton,	36,733 19	—	3,899 56	2,880 00
17	Quincy,	7,860 41	—	1,020 00	1,560 00
18	Fitchburg,	4,588 88	144 15	2,552 62	2,207 80
19	Pittsfield,	—	—	1,700 25	4,850 00
20	Everett,	15,248 21	—	2,248 26	—
21	Salem,	13,592 55	—	1,615 57	575 00
22	Taunton,	10,449 92	5 00	1,842 30	2,172 25
23	Medford,	5,635 95	10 18	201 61	—
24	Waltham,	11,573 72	—	1,400 00	1,116 00
25	Chicopee,	7,674 35	—	—	3,585 78
26	Revere,	2,708 51	7 00	489 50	304 04
27	Gloucester,	6,771 83	—	877 00	3,551 50
28	Beverly,	5,712 69	—	1,282 50	3,597 00
29	North Adams,	3,542 69	—	1,000 00	2,032 10
30	Northampton,	2,002 69	—	1,000 00	1,200 78
31	Attleboro,	5,925 24	—	400 00	3,413 00
32	Leominster,	2,031 56	30 00	264 08	2,662 93
33	Melrose,	6,233 18	—	—	665 00
34	Woburn,	2,110 67	70 04	300 00	49 70
35	Newburyport,	1,580 02	—	300 00	296 85
36	Marlborough,	1,403 16	—	404 00	2,634 65
	Totals,	\$788,972 53	\$2,507 15	\$103,595 33	\$54,751 68

SCHOOL RETURNS.

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GROUP I. CITIES — *Con.*

SCHOOLS — DAY, EVENING, VACATION — JUNE 30, 1916 — <i>Con.</i>		EXPENDITURES FOR OUTLAY, YEAR ENDING JUNE 30, 1916.		
Miscellaneous (tuition, etc.).	Total for support.	New grounds, buildings and alterations.	New equipment.	Total for outlay.
30	31	32	33	34
\$137,361 08	\$5,706,441 92	\$861,590 48	\$65,444 03	\$927,034 51
7,834 95	1,088,750 02	276,006 71	8,267 07	284,273 78
3,365 51	645,468 74	—	—	—
2,750 47	494,544 87	7,035 21	106 00	7,141 21
4,593 77	709,121 12	62,584 53	1,973 84	64,558 37
31,938 47 ¹	422,813 06	222,916 78	—	222,916 78
736 45	939,567 12	15,506 45	38,212 29	53,718 74
5,300 28	468,666 96	282,259 30	30,452 10	312,711 40
6,278 79	438,506 13	60,123 08	12,054 11	72,177 19
1,886 31	455,801 20	77,650 11	3,533 62	81,183 73
—	429,913 63	127,337 10	—	127,337 10
1,500 48	328,614 33	65,512 63	6,405 04	71,917 67
484 86	253,590 43	34,378 28	697 57	35,075 85
557 44	273,672 13	—	588 05	588 05
—	210,627 78	61,129 14	—	61,129 14
836 49	383,717 54	7,820 23	2,032 71	9,852 94
1,503 73	223,034 15	16,935 90	766 80	17,702 70
425 31	193,632 47	15,408 18	1,532 30	16,940 48
2,026 53	259,748 07	—	—	—
461 99	253,362 35	30,492 03	8,884 02	39,376 05
15,761 83	198,541 64	95,526 44	556 80	96,083 24
1,069 77	184,092 43	11,502 23	2,129 38	13,631 61
1,148 70	189,054 52	25,594 06	990 69	26,584 75
1,104 98	149,467 08	4,487 29	801 74	5,289 03
2,374 10	141,843 08	68,307 99	—	68,307 99
1,941 49	146,131 41	13,002 82	2,071 91	15,074 73
2,266 53	169,488 89	7,789 28	1,621 97	9,411 25
410 90	183,338 82	3,929 94	458 24	4,388 18
2,371 47	115,757 34	72,328 79	—	72,328 79
928 90	104,323 58	—	437 08	437 08
524 64	107,696 11	—	578 06	578 06
561 00	91,752 10	7,724 71	680 79	8,405 50
2,057 91	109,227 56	—	1,214 01	1,214 01
493 59	80,294 01	1,417 07	862 43	2,279 50
145 14	58,406 30	—	—	—
—	70,721 95	9,467 65	—	9,467 65
\$243,003 86	\$16,279,730 84	\$2,545,764 41	\$193,352 65	\$2,739,117 06

¹ Includes the total paid to State for the maintenance expense of the training schools, connected with the normal school, in accordance with agreement between State Board of Education and school committee of Lowell.

BOARD OF EDUCATION.

GROUP I. CITIES — *Con.*

CITIES.		TOTAL EXPENDITURE FOR SUPPORT OF ALL PUBLIC SCHOOLS — NEXT PRECEDING					
		FROM LOCAL TAXATION.			FROM STATE (INCLUDING INCOME FROM MASSACHUSETTS SCHOOL FUND).		
		Amount.	Per pupil in average membership.	Rank.	Amount.	Per pupil in average membership.	Rank.
		35	36	37	38	39	40
1	Boston, . . .	\$5,745,322 41	\$52 33	28	\$3,862 16	\$0 04	269
2	Worcester, . . .	1,041,730 84	43 51	57	115 50	01	294
3	Fall River, . . .	612,084 11	39 13	87	—	—	—
4	New Bedford, . . .	484,390 42	35 21	140	—	—	—
5	Cambridge, . . .	683,786 42	43 48	59	1,049 50	07	263
6	Lowell, . . .	423,170 00	35 06	145	—	—	—
7	Springfield, . . .	847,741 11	49 41	37	162 00	01	293
8	Lynn, . . .	448,711 88	34 21	156	472 00	04	270
9	Lawrence, . . .	369,449 39	37 70	108	—	—	—
10	Somerville, . . .	450,399 66	34 49	151	510 08	04	271
11	Brockton, . . .	412,762 09	40 80	75	428 07	04	272
12	Holyoke, . . .	311,950 12	45 45	48	—	—	—
13	Haverhill, . . .	247,162 21	35 31	137	165 00	02	283
14	Malden, . . .	267,493 71	36 47	119	424 50	06	266
15	Chelsea, . . .	215,677 52	29 86	224	129 00	02	284
16	Newton, . . .	371,659 25	52 07	29	317 50	04	273
17	Quincy, . . .	212,782 74	31 26	203	426 50	06	267
18	Fitchburg, . . .	196,862 57	42 74	66	152 25	03	279
19	Pittsfield, . . .	250,391 64	40 27	78	89 43	01	291
20	Everett, . . .	241,209 42	33 65	166	191 50	03	280
21	Salem, . . .	196,817 06	38 07	101	106 00	02	285
22	Taunton, . . .	181,725 86	38 24	99	410 50	09	257
23	Medford, . . .	180,621 13	31 57	199	876 00	15	245
24	Waltham, . . .	143,434 58	46 60	42	269 59	09	258
25	Chicopee, . . .	144,072 80	37 82	106	142 00	04	274
26	Revere, . . .	142,706 95	27 68	259	111 50	02	286
27	Gloucester, . . .	150,629 69	33 74	163	46 00	01	292
28	Beverly, . . .	168,207 68	40 12	80	379 50	09	259
29	North Adams, . . .	110,696 59	36 35	121	—	—	—
30	Northampton, . . .	101,204 29	37 26	112	90 00	03	281
31	Attleboro, . . .	104,728 39	38 19	100	—	—	—
32	Leominster, . . .	87,020 98	36 27	124	111 00	05	277
33	Melrose, . . .	105,755 52	39 53	83	—	—	—
34	Woburn, . . .	77,184 08	26 78	271	700 00	24	232
35	Newburyport, . . .	54,463 50	28 12	251	—	—	—
36	Marlborough, . . .	70,792 68	34 58	149	399 76	20	239
	Totals, . . .	\$15,854,799 29	\$42 70	—	\$12,136 84	\$0.03	—

SCHOOL RETURNS.

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GROUP I. CITIES — *Con.*

DAY, EVENING, VACATION — CITY FISCAL YEAR JUNE 30, 1916.				INCOME FROM MASSACHUSETTS SCHOOL FUND.	
Amount from other sources.	FROM ALL SOURCES.			Paid to town Jan. 25, 1915.	Balance unexpended, Dec. 31, 1915.
	Amount.	Per pupil in average membership.	Rank.		
41	42	43	44	45	46
\$7,833 41	\$5,757,017 98	\$52 43	86	—	—
10,100 86	1,051,947 20	43 93	146	—	—
13,874 25	625,958 36	40 02	184	—	—
3,829 04	488,219 46	35 50	254	—	—
4,606 56	689,442 48	43 84	147	—	—
—	423,170 00	35 06	263	—	—
25,558 81	873,461 92	50 90	93	—	—
363 26	449,547 14	34 27	279	—	—
—	369,449 39	37 70	217	—	—
60 00	450,969 74	34 54	271	—	—
3,295 09	416,485 25	41 17	169	—	—
1,040 42	312,990 54	45 61	129	—	—
2,828 02	250,155 23	35 74	252	—	—
890 48	268,808 69	36 65	232	—	—
361 97	216,168 49	29 92	318	—	—
2,623 00	374,599 75	52 49	84	—	—
50 75	213,259 99	31 33	305	—	—
1,088 50	198,103 32	43 01	155	—	—
5,545 50	256,026 57	41 18	168	—	—
104 00	241,504 92	33 69	285	—	—
354 75	197,277 81	38 16	212	—	—
5,837 12	187,973 48	39 56	190	—	—
92 00	181,589 13	31 74	300	—	—
39 34	143,743 51	46 70	119	—	—
—	144,214 80	37 86	214	—	—
—	142,818 45	27 70	340	—	—
1,393 00	152,068 69	34 07	282	—	—
2,317 50	170,904 68	40 76	172	—	—
2,232 82	112,929 41	37 09	223	—	—
1,430 20	102,724 49	37 82	215	—	—
600 00	105,328 39	38 41	206	—	—
751 51	87,883 49	36 63	233	—	—
3,042 09	108,797 61	40 67	173	—	—
708 33	78,592 41	27 27	342	—	—
5,628 91	60,092 41	31 02	308	—	—
1,306 09	72,498 53	35 42	256	—	—
\$109,787 58	\$15,976,723 71	\$43 02	—	—	—

BOARD OF EDUCATION.

GROUP I. CITIES — *Con.*

	CITIES.	VALUATION OF 1915 PER PUPIL IN AVERAGE MEMBERSHIP, YEAR ENDING JUNE 30, 1916.		EXPENDITURE PER \$1,000 VALUATION FOR SCHOOL SUPPORT FROM LOCAL TAXATION, CITY FISCAL YEAR NEXT PRECEDING JUNE 30, 1916.		RATE OF TOTAL TAX PER \$1,000 VALUATION, 1915.	
		Amount.	Rank.	Amount.	Rank.	Amount.	Rank.
		47	48	49	50	51	52
1	Boston, . . .	\$14,328	25	\$3 65	309	\$18 00	195
2	Worcester, . . .	7,520	102	5 79	156	20 40	113
3	Fall River, . . .	6,850	120	5 71	165	23 00	34
4	New Bedford, . . .	8,104	89	4 35	277	23 00	35
5	Cambridge, . . .	8,331	82	5 22	197	23 00	36
6	Lowell, . . .	7,701	97	4 55	261	20 80	98
7	Springfield, . . .	11,096	41	4 45	271	18 20	190
8	Lynn, . . .	7,039	117	4 85	234	21 80	68
9	Lawrence, . . .	8,448	78	4 46	270	18 80	169
10	Somerville, . . .	5,931	157	5 82	155	21 70	71
11	Brockton, . . .	5,383	188	7 58	49	22 90	40
12	Holyoke, . . .	9,551	56	4 76	242	18 80	170
13	Haverhill, . . .	6,384	141	5 53	178	20 20	118
14	Malden, . . .	5,852	163	6 23	128	22 80	41
15	Chelsea, . . .	4,165	277	7 17	67	24 00	15
16	Newton, . . .	12,113	34	4 30	278	18 50	179
17	Quincy, . . .	6,436	138	4 86	233	22 00	59
18	Fitchburg, . . .	8,803	67	4 85	235	20 80	99
19	Pittsfield, . . .	6,573	131	6 13	135	22 40	48
20	Everett, . . .	4,576	250	7 35	60	24 00	16
21	Salem, . . .	8,388	81	4 54	262	21 00	90
22	Taunton, . . .	5,647	173	6 77	94	21 20	86
23	Medford, . . .	5,496	182	5 74	162	20 80	100
24	Waltham, . . .	10,390	49	4 48	267	19 80	139
25	Chicopee, . . .	5,352	191	7 07	73	19 50	148
26	Revere, . . .	4,547	252	6 09	140	23 60	24
27	Gloucester, . . .	5,883	161	5 74	163	21 60	73
28	Beverly, . . .	10,656	47	3 76	304	16 20	256
29	North Adams, . . .	5,457	184	6 66	99	20 40	114
30	Northampton, . . .	6,966	118	5 35	191	20 20	119
31	Attleboro, . . .	8,160	86	4 68	250	19 20	158
32	Leominster, . . .	5,748	171	6 31	117	22 00	60
33	Melrose, . . .	7,104	115	5 57	174	23 70	23
34	Woburn, . . .	4,691	239	5 71	166	24 50	10
35	Newburyport, . . .	6,534	134	4 30	279	21 00	91
36	Marlborough, . . .	5,524	180	6 26	122	21 50	78
	Totals, . . .	\$9,419	—	\$4 53	—	—	—

SCHOOL RETURNS.

XV

GROUP I. CITIES — *Con.*

PUBLIC DAY ELEMENTARY SCHOOLS, YEAR ENDING JUNE 30, 1916.

Principals and teachers.	Average number of days in session.	Average membership.	EXPENDITURE FOR SUPPORT, EXCLUSIVE OF GENERAL CONTROL.		EXPENDITURE FOR SALARIES AND EXPENSES OF PRINCIPALS AND SUPERVISORS, AND FOR SALARIES OF TEACHERS.		EXPENDITURE FOR TEXT-BOOKS.	
			Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.
53	54	55	56	57	58	59	60	61
2,549	183	92,916	\$3,922,080	\$42 21	\$2,967,040	\$31 93	\$61,997	\$0 67
652	187	20,588	753,460	36 65	553,854	26 94	14,091	69
529	182	14,186	493,262	34 77	365,588	25 77	8,838	62
366	190	12,651	379,869	30 03	299,205	23 65	3,827	30
401	184	12,940	482,637	37 30	389,818	30 13	8,501	66
278	178	10,414	318,317	30 57	208,511	20 02	7,341	70
488	188	14,612	614,914	42 08	434,199	29 72	11,715	80
300	178	11,360	328,184	28 89	252,792	22 25	5,799	51
346	178	8,650	342,097	39 55	249,283	28 82	4,437	51
297	184	10,998	324,490	29 50	248,534	22 60	4,286	39
237	187	8,466	305,543	36 09	213,359	25 20	2,850	34
222	190	5,955	231,580	38 88	178,029	29 90	5,645	95
198	180	6,056	192,525	31 79	137,596	22 72	5,540	91
171	179	6,184	188,425	30 47	137,941	22 31	4,149	67
161	179	6,320	155,886	24 67	122,278	19 35	4,378	69
211	184	5,622	256,238	45 58	174,822	31 10	3,410	61
158	181	5,842	166,184	28 45	122,702	21 00	5,635	96
99	182	3,585	121,049	33 77	84,728	23 63	3,631	1 01
220	189	5,223	188,452	36 08	148,400	28 41	4,396	84
177	183	6,191	183,509	29 64	129,285	20 88	3,952	64
125	179	4,195	137,380	32 75	87,796	20 93	1,714	41
147	176	4,135	143,518	34 71	104,194	25 20	1,927	47
112	170	4,574	121,648	26 60	90,096	19 70	2,564	56
85	183	2,448	104,708	42 77	72,245	29 51	1,616	66
120	186	3,517	107,571	30 59	76,105	21 64	2,034	58
119	179	4,597	111,235	24 20	84,898	18 47	3,276	71
116	183	3,753	125,660	33 48	82,600	22 01	3,869	1 03
117	183	3,309	120,642	36 46	88,506	26 75	1,960	59
94	180	2,590	82,593	31 89	62,739	24 22	2,193	85
80	186	2,392	76,806	32 11	44,393	18 56	1,047	44
77	179	2,350	74,986	31 91	51,318	21 84	1,328	57
63	178	1,879	58,936	31 37	40,647	21 63	1,343	71
57	174	1,997	63,352	31 72	44,019	22 04	1,895	95
59	175	2,323	56,565	24 35	41,190	17 73	1,999	86
45	183	1,486	37,162	25 01	29,320	19 73	603	41
48	178	1,612	47,511	29 47	33,790	20 96	1,225	76
9,524	—	315,916	\$11,418,974	\$36 14	\$8,451,820	\$26 75	\$205,011	\$0 69

BOARD OF EDUCATION.

GROUP I. CITIES — *Con.*

	CITIES.	EVENING AND VACATION SCHOOLS, YEAR ENDING JUNE 30, 1916.		PUBLIC DAY HIGH			
		Expenditure for support of even- ing schools, ex- clusive of gen- eral control.	Expenditure for support of va- cation schools, exclusive of general control.	Number of high schools.	Principals and teachers.	Pupils enrolled.	Aggregate days' attendance.
		62	63	64	65	66	67
1	Boston, . . .	\$147,862	\$21,906	15	549	18,656	2,901,680
2	Worcester, . . .	36,299	2,729	4	157	3,463	587,928
3	Fall River, . . .	19,780	-	2	76	1,563	261,188
4	New Bedford, . . .	10,711	2,614	1	47	1,078	203,384
5	Cambridge, . . .	15,437	711	2	112	3,065	485,274
6	Lowell, . . .	16,562	-	1	54	1,829	287,027
7	Springfield, . . .	22,143	-	3	152	2,734	443,818
8	Lynn, . . .	9,952	1,914	2	69	1,876	298,245
9	Lawrence, . . .	16,950	-	1	42	1,237	185,968
10	Somerville, . . .	8,703	-	1	77	2,109	386,643
11	Brockton, . . .	11,918	825	1	74	1,665	288,943
12	Holyoke, . . .	13,707	-	1	42	999	166,649
13	Haverhill, . . .	2,856	-	1	42	960	169,740
14	Malden, . . .	6,638	-	1	53	1,262	194,049
15	Chelsea, . . .	5,404	-	1	33	1,009	148,201
16	Newton, . . .	3,791	935	2	66	1,613	264,897
17	Quincy, . . .	3,202	-	1	37	1,052	180,285
18	Fitchburg, . . .	8,138	849	1	57	1,102	180,078
19	Pittsfield, . . .	2,179	-	1	46	1,067	176,347
20	Everett, . . .	6,552	-	1	38	1,075	171,142
21	Salem, . . .	3,144	-	1	37	1,023	168,447
22	Taunton, . . .	3,879	-	1	21	690	111,014
23	Medford, . . .	1,244	-	1	46	1,144	198,855
24	Waltham, . . .	2,508	-	1	26	678	108,108
25	Chicopee, . . .	1,828	-	1	18	320	51,209
26	Revere, . . .	1,127	-	1	21	604	91,191
27	Gloucester, . . .	2,669	-	1	26	754	128,269
28	Beverly, . . .	1,755	-	1	37	966	149,804
29	North Adams, . . .	1,468	-	1	20	500	77,760
30	Northampton, . . .	1,016	-	1	16	356	57,597
31	Attleboro, . . .	1,290	308	1	17	437	70,828
32	Leominster, . . .	1,164	225	1	22	554	96,701
33	Melrose, . . .	501	30	1	28	746	115,785
34	Woburn, . . .	502	170	1	18	600	96,570
35	Newburyport, . . .	886	-	1	17	505	76,694
36	Marlborough, . . .	926	101	1	17	490	79,988
	Totals, . . .	\$394,691	\$33,317	59	2,210	59,781	9,660,306

SCHOOL RETURNS.

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GROUP I. CITIES — *Con.*

SCHOOLS, YEAR ENDING JUNE 30, 1916.

Days in session.	Average membership.	EXPENDITURE FOR SUPPORT, EXCLUSIVE OF GENERAL CONTROL.		EXPENDITURE FOR SALARIES AND EXPENSES OF PRINCIPALS AND SUPERVISORS, AND FOR SALARIES OF TEACHERS.		EXPENDITURE FOR TEXT-BOOKS.	
		Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.
68	69	70	71	72	73	74	75
184	16,882	\$1,318,831	\$78 12	\$1,073,464	\$63 59	\$35,405	\$2 10
187	3,357	264,304	78 73	214,927	64 02	6,802	2 03
187	1,457	113,654	78 01	90,687	62 92	2,932	2 01
192	1,103	83,802	75 98	65,200	59 11	1,830	1 66
186	2,785	180,757	64 90	143,040	51 36	5,681	2 04
183	1,656	76,514	46 20	57,117	34 49	3,623	2 19
186	2,547	272,320	106 92	190,028	74 61	5,428	2 13
184	1,757	111,987	63 74	86,595	49 29	3,451	1 96
176	1,149	64,436	56 08	50,180	43 67	1,805	1 57
187	2,059	112,827	54 80	84,382	40 98	3,026	1 47
187	1,650	103,630	62 81	79,234	48 02	4,266	2 59
190	908	71,192	78 41	52,426	57 74	2,506	2 76
180	943	51,054	54 14	36,875	39 10	2,088	2 21
180	1,151	70,640	61 37	54,714	47 53	1,050	91
179	904	42,877	47 43	33,889	37 49	1,877	2 08
186	1,515	110,245	72 77	89,108	58 82	1,996	1 32
187	964	46,751	48 50	37,613	39 02	1,548	1 61
186	1,021	55,415	54 28	46,534	45 58	1,077	1 05
189	995	61,312	61 62	48,786	49 03	2,165	2 18
184	978	55,518	56 77	40,189	41 09	1,770	1 81
181	975	50,748	52 04	35,213	36 12	1,376	1 40
188	617	30,215	48 97	21,793	35 32	2,191	3 55
183	1,148	59,980	52 25	47,141	41 06	1,619	1 41
182	630	37,064	58 83	26,620	42 25	832	1 32
190	292	25,640	87 81	9,540	32 67	2,480	8 49
179	559	28,646	51 25	21,176	37 88	1,789	3 20
187	711	36,323	51 09	23,660	33 28	2,247	3 16
183	884	52,384	59 26	37,385	42 29	1,923	2 18
180	455	26,449	58 13	20,307	44 63	1,303	2 86
186	324	21,956	67 77	16,535	51 03	657	2 03
185	392	22,949	58 54	16,334	41 67	798	2 04
193	520	27,016	51 95	19,295	37 11	1,391	2 68
176	678	40,349	59 51	30,506	44 99	1,293	1 91
178	559	18,876	33 77	14,582	26 08	1,251	2 24
177	451	16,866	37 40	13,320	29 53	907	2 01
191	435	19,148	44 02	14,825	34 08	645	1 48
—	55,411	\$3,782,675	\$68 27	\$2,943,220	\$53 12	\$113,028	\$2 40

GROUP II. TOWNS OF 5,000

	TOWNS.	Population, State Census, 1915.	Valuation, as of April 1, 1915.	TEACHING STAFF IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — JAN. 1, 1916.			
				Principals.	Supervisors.	Teachers.	Total.
		1	2	3	4	5	6
37	Brookline, . . .	33,490	\$125,759,129	8	3	177	188
38	Peabody, . . .	18,625	15,135,200	1	3	90	94
39	Westfield, . . .	18,411	12,785,922	8	4	96	108
40	Watertown, . . .	16,515	19,839,700	4	8	65	77
41	Gardner, . . .	16,376	11,543,652	—	4	61	65
42	Framingham, . . .	15,860	17,187,700	5	4	83	92
43	Arlington, . . .	14,889	17,771,213	7	6	83	96
44	Southbridge, . . .	14,217	8,276,549	—	—	41	41
45	Methuen, . . .	14,007	9,733,743	1	4	75	80
46	Weymouth, . . .	13,969	12,887,929	1	5	75	81
47	Milford, . . .	13,684	10,472,092	9	—	61	70
48	Adams, . . .	13,218	7,042,971	5	3	47	55
49	Clinton, . . .	13,192	9,470,884	1	—	64	65
50	Plymouth, . . .	12,926	14,299,615	2	—	77	79
51	Wakefield, . . .	12,781	12,452,780	4	2	75	81
52	Winthrop, . . .	12,758	16,906,450	2	3	70	75
53	Greenfield, . . .	12,618	13,700,489	1	6	75	82
54	Webster, . . .	12,565	9,015,783	5	5	26	36
55	West Springfield, . . .	11,339	10,444,515	3	4	68	75
56	Danvers, . . .	11,177	8,604,150	3	3	46	52
57	Natick, . . .	11,119	9,293,250	2	5	53	60
58	Dedham, . . .	11,043	15,990,095	4	2	66	72
59	Norwood, . . .	10,977	17,053,994	5	7	62	74
60	Saugus, . . .	10,226	7,137,876	1	4	59	64
61	Winchester, . . .	10,005	18,920,825	2	3	65	70
62	Easthampton, . . .	9,845	7,856,021	—	—	48	48
63	Athol, . . .	9,783	6,693,425	5	2	47	54
64	Palmer, . . .	9,468	5,369,660	1	2	49	52
65	North Attleborough, . . .	9,398	9,562,969	1	4	53	58
66	Bridgewater, . . .	9,381	4,239,728	4	2	39	45
67	Ware, . . .	9,346	5,527,005	1	2	41	44
68	Braintree, . . .	9,343	9,485,815	1	3	52	56
69	Northbridge, . . .	9,254	5,739,990	6	2	38	46
70	Middleborough, . . .	8,631	4,962,035	—	3	43	46
71	Milton, . . .	8,600	33,681,817	4	2	63	69
72	Amesbury, . . .	8,543	6,781,910	1	—	32	33
73	Belmont, . . .	8,081	11,409,543	4	2	42	48
74	Andover, . . .	7,978	8,944,395	—	5	33	38
75	Montague, . . .	7,925	6,003,984	1	4	44	49
76	Marblehead, . . .	7,606	11,460,406	5	4	43	52
77	Whitman, . . .	7,520	5,759,618	—	3	36	39
78	Stoneham, . . .	7,489	6,095,860	1	5	37	43
79	Swampscott, . . .	7,345	15,989,509	3	4	43	50
80	Rockland, . . .	7,074	5,479,908	3	3	32	38
81	Stoughton, . . .	6,982	4,350,454	1	1	28	30

SCHOOL RETURNS.

xix

POPULATION OR OVER.

PUPILS IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — YEAR ENDING JUNE 30, 1916.					SCHOOL CENSUS, SEPT. 1, 1915.			
Pupils enrolled.	Aggregate days' at- tendance.	Average daily at- tendance.	Average number of days in session.	Average member- ship.	Persons 5 to 7 years.	Persons 7 to 14 years.	Persons 14 to 16 years.	Illiterates 16 to 21 years.
7	8	9	10	11	12	13	14	15
4,787	890,382	3,869	186	4,193	715	2,924	850	-
2,912	438,308	2,537	175	2,697	642	1,979	390	144
3,168	512,788	2,741	187	2,916	794	2,450	529	183
2,535	413,817	2,256	183	2,399	580	1,805	420	19
2,361	370,566	2,090	178	2,207	609	2,101	492	94
2,888	452,297	2,544	177	2,734	646	2,173	520	61
3,318	510,555	2,825	181	3,008	614	1,800	455	-
1,324	189,527	1,043	189	1,094	485	1,639	406	219
2,780	420,957	2,403	175	2,557	623	2,096	507	47
2,684	421,138	2,352	179	2,520	485	1,596	360	-
2,469	375,407	2,113	178	2,235	518	1,928	474	91
1,696	271,936	1,503	181	1,575	554	1,936	451	126
1,994	312,870	1,720	180	1,831	489	1,609	388	189
2,512	378,848	2,065	178	2,317	549	1,633	343	99
2,609	400,145	2,248	178	2,374	399	1,540	371	57
2,435	381,820	2,104	183	2,277	410	1,378	440	-
2,478	394,256	2,092	188	2,227	417	1,447	359	48
1,172	165,770	902	185	972	474	1,898	405	28
2,378	363,244	2,003	183	2,193	426	1,469	338	74
1,871	297,864	1,650	181	1,752	325	1,151	259	12
1,856	290,370	1,711	170	1,819	364	1,151	309	9
2,320	369,533	2,031	182	2,179	480	1,507	349	25
2,196	351,679	1,984	177	2,097	460	1,416	335	5
2,336	349,650	1,997	175	2,212	378	1,639	371	-
1,898	302,874	1,652	184	1,772	357	1,267	352	32
1,482	229,733	1,257	183	1,358	393	1,143	195	132
1,689	270,049	1,481	182	1,564	221	1,296	235	5
1,827	276,861	1,644	168	1,709	506	868	260	119
1,689	255,404	1,432	179	1,508	259	1,057	257	25
1,214	187,427	1,108	170	1,159	220	722	181	47
1,502	228,203	1,293	176	1,314	307	1,256	263	84
2,132	311,741	1,708	183	1,855	552	1,221	227	5
1,783	279,841	1,566	179	1,646	363	1,331	268	4
1,644	228,566	1,360	168	1,470	285	926	278	10
1,514	246,498	1,384	178	1,443	288	1,016	257	-
935	144,089	807	179	868	302	1,025	238	10
1,509	221,771	1,256	182	1,359	242	887	201	14
1,024	164,064	930	176	970	187	901	147	2
1,323	217,486	1,174	185	1,241	262	843	184	71
1,431	217,510	1,212	180	1,282	164	855	205	-
1,463	229,437	1,304	184	1,369	228	856	222	-
1,198	183,644	1,005	182	1,094	247	910	191	15
1,436	223,294	1,288	172	1,362	230	851	191	-
1,253	215,286	1,145	188	1,234	243	764	204	4
1,080	161,681	916	177	986	225	926	190	-

GROUP II. TOWNS OF 5,000

TOWNS.		ITEMIZED EXPENDITURES FOR SUPPORT OF ALL			
		GENERAL CONTROL.		INSTRUCTION.	
		School committee and business offices.	Superintendents' salaries and office expenses.	Principals' salaries and expenses.	Supervisors' salaries and expenses.
		16	17	18	19
37	Brookline,	—	\$10,654 77	\$26,336 58	\$5,400 00
38	Peabody,	\$1,139 56	3,230 03	2,100 00	1,900 00
39	Westfield,	1,315 87	3,515 86	10,712 00	3,300 00
40	Watertown,	1,342 74	2,374 96	7,161 24	4,874 05
41	Gardner,	663 86	2,405 45	7,560 40	3,947 50
42	Framingham,	1,761 03	3,064 08	10,168 33	2,912 09
43	Arlington,	436 66	3,815 66	9,750 00	5,947 50
44	Southbridge,	143 46	2,771 88	—	—
45	Methuen,	148 57	3,044 85	1,622 33	3,392 16
46	Weymouth,	42 53	2,471 31	1,900 00	3,650 00
47	Milford,	279 31	2,164 54	7,398 67	—
48	Adams,	282 70	2,765 27	5,995 62	2,430 72
49	Clinton,	—	4,674 26	2,340 50	—
50	Plymouth,	656 58	2,420 73	6,853 00	—
51	Wakefield,	1,135 94	2,797 53	8,677 33	1,520 00
52	Winthrop,	150 00	3,120 00	4,050 00	2,075 00
53	Greenfield,	—	3,357 73	1,800 00	5,476 01
54	Webster,	884 56	3,205 26	—	3,583 42
55	West Springfield,	1,485 60	3,065 95	5,050 00	3,645 12
56	Danvers,	123 20	2,245 72	6,150 00	2,400 00
57	Natick,	—	2,210 00	7,966 03	3,870 00
58	Dedham,	—	3,954 23	6,950 00	1,250 00
59	Norwood,	1,165 59	2,678 95	6,931 78	2,025 57
60	Saugus,	342 57	2,209 47	6,654 45	2,950 00
61	Winchester,	1,362 07	3,070 00	4,300 00	1,979 35
62	Easthampton,	814 29	2,144 35	5,869 50	—
63	Athol,	—	2,200 00	4,850 00	1,271 00
64	Palmer,	656 14	2,429 20	1,500 00	—
65	North Attleborough,	737 86	2,525 39	7,061 25	3,071 08
66	Bridgewater,	—	1,144 92	4,932 50	900 00
67	Ware,	63 00	2,057 59	1,800 00	1,176 00
68	Braintree,	273 05	2,300 00	1,710 00	1,275 00
69	Northbridge,	155 34	2,558 00	5,114 04	1,088 75
70	Middleborough,	150 00	2,250 00	6,416 00	1,325 00
71	Milton,	1,327 59	3,373 75	6,415 00	3,089 71
72	Amesbury,	449 73	1,975 00	1,816 26	—
73	Belmont,	592 69	2,264 41	6,100 00	1,275 00
74	Andover,	624 20	2,298 36	—	1,366 98
75	Montague,	716 12	1,993 92	1,772 00	2,567 25
76	Marblehead,	—	2,000 00	5,450 00	950 00
77	Whitman,	212 24	2,243 67	—	2,400 00
78	Stoneham,	160 29	1,903 31	2,000 00	2,250 00
79	Swampscott,	619 12	2,936 14	4,700 00	5,056 50
80	Rockland,	159 21	1,761 23	3,244 00	1,900 00
81	Stoughton,	200 00	1,835 81	1,500 00	465 00

SCHOOL RETURNS.

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POPULATION OR OVER — *Con.*

PUBLIC SCHOOLS — DAY, EVENING, VACATION — YEAR ENDING JUNE 30, 1916.

INSTRUCTION — <i>Con.</i>			OPERATION OF SCHOOL PLANT.		
Teachers' salaries.	Text-books.	Stationery, supplies and other expenses of instruction.	Janitor service.	Fuel.	Miscellaneous expenses of operation.
20	21	22	23	24	25
\$176,775 48	\$5,785 53	\$11,736 05	\$22,989 09	\$11,596 90	\$4,715 35
63,594 04	2,687 42	2,734 47	8,464 82	4,798 06	2,025 00
60,942 00	4,005 10	4,898 37	7,015 00	6,035 37	1,320 24
49,954 20	1,916 61	4,576 16	7,980 80	3,417 48	2,023 00
30,658 00	2,325 31	3,739 80	3,448 60	5,768 00	513 97
49,582 94	2,428 51	3,910 19	6,553 93	3,624 69	1,645 75
65,136 93	3,302 40	5,910 22	7,862 24	5,787 67	2,818 89
25,492 22	1,100 69	1,524 37	2,615 88	1,607 80	603 77
45,116 89	1,869 66	2,018 34	5,451 46	5,622 80	1,135 84
50,266 00	3,110 53	2,608 64	5,510 39	4,859 93	839 88
37,509 79	2,008 09	1,855 92	3,511 10	4,516 39	957 50
30,196 07	946 39	1,597 98	3,302 28	4,797 41	791 21
42,771 88	911 92	1,953 70	5,785 84	5,134 89	1,181 32
45,243 64	2,182 56	2,886 08	5,870 21	6,603 37	2,591 74
51,190 46	1,930 48	2,854 11	4,819 51	5,219 89	917 06
55,815 50	3,500 00	4,550 00	5,424 83	4,400 00	2,375 00
46,402 09	2,358 55	3,605 00	5,937 87	3,455 69	1,483 76
23,827 23	1,536 00	2,614 79	4,038 81	2,500 21	623 94
43,802 89	3,330 34	3,711 76	5,780 42	3,438 27	732 60
26,426 35	2,047 57	1,597 16	4,075 57	2,246 46	202 31
30,304 00	5,998 00	651 04	5,138 00	4,300 49	358 45
50,763 15	2,132 99	3,455 40	4,857 28	2,928 97	775 51
45,945 18	1,583 84	2,703 19	4,952 17	3,983 14	1,747 74
30,569 01	2,175 49	2,478 21	4,531 17	6,315 90	908 35
54,598 60	2,363 59	4,069 47	5,383 71	4,860 98	657 74
24,406 25	1,186 15	2,196 23	3,619 79	1,853 93	401 22
24,361 75	1,817 78	1,790 58	3,954 18	3,314 79	1,182 68
29,648 86	1,201 80	2,468 28	2,635 01	3,549 91	1,702 98
30,046 86	1,402 82	3,422 32	3,863 14	3,160 63	696 75
20,618 75	926 02	836 04	1,908 77	1,839 56	653 53
24,677 88	1,186 07	1,510 58	3,510 50	3,741 21	545 61
36,685 66	1,552 50	1,447 50	4,926 00	2,672 23	571 31
23,700 68	1,148 75	1,135 25	3,817 59	4,161 63	1,164 64
20,635 00	1,859 35	1,276 12	2,572 75	1,982 08	350 00
51,039 91	1,142 93	3,602 79	7,872 82	3,874 39	2,836 02
20,860 80	524 68	1,322 36	2,757 68	1,789 23	696 26
30,335 72	1,387 99	1,925 13	3,880 58	2,252 17	1,067 13
22,050 42	1,185 78	1,159 06	2,299 13	2,402 72	642 48
24,398 62	1,456 09	2,359 90	2,731 08	2,130 72	1,054 46
24,912 87	1,492 11	2,023 31	3,809 04	1,921 13	902 90
27,429 05	1,376 43	3,209 59	3,745 86	1,254 39	707 64
24,877 55	1,201 89	2,589 22	2,677 08	3,046 88	764 90
30,117 64	1,658 62	2,193 32	3,830 00	3,325 40	1,710 65
23,947 79	1,080 45	902 39	2,970 00	2,360 88	1,147 51
16,823 50	1,140 34	1,586 01	1,902 00	1,649 38	893 00

GROUP II. TOWNS OF 5,000

		ITEMIZED EXPENDITURES FOR SUPPORT OF ALL PUBLIC YEAR ENDING			
	TOWNS.	Repairs, replacement, and upkeep.	Libraries.	Promotion of health.	Transportation.
		26	27	28	29
37	Brookline,	\$16,192 41	-	\$2,688 61	\$2,565 00
38	Peabody,	9,745 56	-	593 87	2,116 75
39	Westfield,	6,480 06	\$200 00	500 00	1,431 50
40	Watertown,	2,305 70	-	1,296 50	-
41	Gardner,	3,333 35	-	877 44	1,347 05
42	Framingham,	2,738 72	-	1,164 25	4,678 50
43	Arlington,	4,132 19	-	1,550 00	-
44	Southbridge,	1,260 03	-	513 96	1,562 20
45	Methuen,	2,527 84	3 82	250 00	1,525 00
46	Weymouth,	8,744 81	-	363 00	3,120 00
47	Milford,	4,299 10	-	514 75	1,872 76
48	Adams,	1,829 51	-	591 84	240 75
49	Clinton,	1,744 15	40 05	1,591 83	-
50	Plymouth,	1,354 15	99 28	1,372 05	1,785 70
51	Wakefield,	2,037 82	-	240 28	-
52	Winthrop,	1,650 00	-	200 00	675 00
53	Greenfield,	5,226 29	-	500 00	1,182 25
54	Webster,	1,263 13	255 10	300 00	954 25
55	West Springfield,	2,838 84	269 54	518 73	700 00
56	Danvers,	1,631 66	-	261 85	932 52
57	Natick,	2,449 50	-	250 00	1,524 52
58	Debham,	6,222 84	-	1,220 38	726 45
59	Norwood,	1,125 96	101 05	1,051 88	1,025 00
60	Saugus,	1,349 69	-	150 00	504 05
61	Winchester,	2,973 28	96 58	1,515 56	740 00
62	Easthampton,	938 32	-	133 00	2,182 30
63	Athol,	1,455 58	-	250 00	2,720 70
64	Palmer,	316 58	-	200 00	2,791 28
65	North Attleborough,	2,296 79	-	226 00	388 03
66	Bridgewater,	1,811 94	-	50 00	2,509 32
67	Ware,	1,899 36	-	701 00	1,298 00
68	Braintree,	1,665 29	-	-	1,650 00
69	Northbridge,	3,349 21	-	380 00	1,012 98
70	Middleborough,	1,482 49	-	300 00	3,203 36
71	Milton,	4,179 11	383 97	915 67	2,110 00
72	Amesbury,	628 99	-	304 95	1,262 50
73	Belmont,	594 45	31 62	169 87	-
74	Andover,	2,190 55	-	190 00	1,776 10
75	Montague,	4,058 32	-	80 00	4,424 01
76	Marblehead,	1,636 49	-	800 00	267 00
77	Whitman,	2,419 33	-	255 25	518 00
78	Stoneham,	1,237 88	4 46	150 00	450 00
79	Swampscott,	1,545 88	34 76	205 00	330 00
80	Rockland,	1,002 09	4 81	5 50	-
81	Stoughton,	1,729 40	-	200 00	657 10

SCHOOL RETURNS.

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POPULATION OR OVER — *Con.*

SCHOOLS — DAY, EVENING, VACATION — JUNE 30, 1916 — <i>Con.</i>		EXPENDITURES FOR OUTLAY, YEAR ENDING JUNE 30, 1916.		
Miscellaneous (tuition, etc.).	Total for support.	New grounds, buildings and alterations.	New equipment.	Total for outlay.
30	31	32	33	34
\$4,180 40	\$301,616 17	\$16,436 01	\$3,085 70	\$19,521 71
1,274 27	106,403 85	—	—	—
502 15	112,173 52	10,163 93	611 86	10,775 79
611 13	89,834 57	61,596 63	2,824 63	64,421 26
993 75	67,582 48	—	1,029 49	1,029 49
1,724 31	95,957 32	—	1,590 84	1,590 84
1,429 87	117,880 23	162,697 48	10,650 85	173,348 33
43 50	39,239 76	4,381 90	244 86	4,626 76
890 33	74,619 89	65 00	1,290 16	1,355 16
445 74	87,932 76	40,942 32	2,005 00	42,947 32
181 33	67,069 25	36,694 93	814 53	37,509 46
441 26	56,209 01	154 66	240 18	394 84
1,462 78	69,593 12	—	—	—
234 84	80,153 93	659 43	730 59	1,390 02
359 70	83,700 11	2,701 53	500 28	3,201 81
921 76	88,907 09	73,865 00	2,448 26	76,313 26
1,491 08	82,276 32	—	1,685 50	1,685 50
1,014 09	46,600 79	—	624 40	624 40
1,802 97	80,173 03	15 00	1,367 06	1,382 06
463 63	50,804 00	3,065 27	—	3,065 27
438 25	65,458 28	—	—	—
1,683 67	86,920 87	83,677 80	—	83,677 80
932 44	77,953 58	743 31	384 64	1,127 95
750 53	61,888 89	—	189 13	189 13
815 51	88,786 44	2,744 89	75 50	2,820 39
587 20	46,332 43	5,418 59	303 55	5,722 14
1,499 53	50,668 57	28,295 88	1,612 64	29,908 52
1,103 81	50,203 85	—	1,047 48	1,047 48
338 42	59,237 34	—	547 79	547 79
512 13	38,643 48	—	—	—
1,160 74	45,327 54	—	631 15	631 15
1,418 50	58,147 04	6,281 25	—	6,281 25
38 77	48,825 63	—	—	—
550 00	44,352 15	—	—	—
646 68	92,810 34	1,896 30	1,645 52	3,541 82
99 37	34,487 81	7,038 50	143 48	7,181 98
281 00	52,157 76	68,007 89	3,047 53	71,055 42
383 69	38,569 47	—	871 17	871 17
27 00	49,769 49	—	1,046 95	1,046 95
759 31	46,924 16	—	275 17	275 17
263 39	46,034 84	—	—	—
2,286 46	45,599 92	—	618 60	618 60
1,166 71	59,429 74	49,306 21	1,328 91	50,635 12
1,288 28	41,774 14	2,118 46	392 61	2,511 07
485 00	31,066 54	—	—	—

GROUP II. TOWNS OF 5,000

TOWNS.	TOTAL EXPENDITURE FOR SUPPORT OF ALL PUBLIC SCHOOLS—					
	FROM LOCAL TAXATION.			FROM STATE (INCLUDING INCOME FROM MASSACHUSETTS SCHOOL FUND).		
	Amount.	Per pupil in av- erage mem- bership.	Rank.	Amount.	Per pupil in av- erage mem- bership.	Rank.
	35	36	37	38	39	40
37 Brookline, . . .	\$278,802 28	\$66 49	8	—	—	—
38 Peabody, . . .	106,501 36	39 49	84	\$298 75	\$0 11	253
39 Westfield, . . .	102,620 00	35 19	141	220 75	08	260
40 Watertown, . . .	86,426 38	36 03	126	363 34	15	246
41 Gardner, . . .	65,978 63	29 90	222	—	—	—
42 Framingham, . . .	92,710 26	33 91	162	620 50	23	236
43 Arlington, . . .	101,255 00	33 66	165	606 38	20	240
44 Southbridge, . . .	38,958 66	35 61	134	—	—	—
45 Methuen, . . .	73,995 40	28 94	234	53 50	02	287
46 Weymouth, . . .	81,321 78	32 27	188	199 00	08	261
47 Milford, . . .	65,000 00	29 08	233	—	—	—
48 Adams, . . .	52,701 71	33 46	171	—	—	—
49 Clinton, . . .	65,513 92	35 78	133	32 00	02	288
50 Plymouth, . . .	79,494 72	34 31	153	—	—	—
51 Wakefield, . . .	77,611 58	32 69	184	—	—	—
52 Winthrop, . . .	82,756 75	36 34	122	—	—	—
53 Greenfield, . . .	81,257 52	36 49	118	293 75	13	250
54 Webster, . . .	42,149 17	43 36	60	—	—	—
55 West Springfield, . . .	76,000 00	34 66	148	—	—	—
56 Danvers, . . .	49,772 82	28 41	247	—	—	—
57 Natick, . . .	64,586 46	35 51	136	700 50	39	222
58 Dedham, . . .	82,529 33	37 87	105	524 16	24	233
59 Norwood, . . .	75,328 14	35 92	131	370 20	18	243
60 Saugus, . . .	57,356 88	25 93	284	589 57	24	234
61 Winchester, . . .	83,954 17	47 38	40	658 50	37	223
62 Easthampton, . . .	46,433 90	34 19	158	—	—	—
63 Athol, . . .	44,308 27	28 33	249	—	—	—
64 Palmer, . . .	46,532 03	27 23	264	574 25	34	225
65 North Attleborough, . . .	58,758 99	38 96	88	83 00	06	268
66 Bridgewater, . . .	36,545 30	31 53	200	119 00	10	254
67 Ware, . . .	44,082 43	33 55	167	401 25	31	228
68 Braintree, . . .	58,000 20	31 27	202	140 00	08	262
69 Northbridge, . . .	47,231 60	28 69	241	38 50	02	289
70 Middleborough, . . .	42,181 30	28 69	242	711 71	48	220
71 Milton, . . .	90,997 29	63 06	11	—	—	—
72 Amesbury, . . .	34,477 10	39 72	82	226 79	26	230
73 Belmont, . . .	48,699 46	35 83	132	—	—	—
74 Andover, . . .	37,275 17	38 43	97	260 50	27	229
75 Montague, . . .	42,450 07	34 20	157	—	—	—
76 Marblehead, . . .	45,195 48	35 25	138	—	—	—
77 Whitman, . . .	43,821 47	32 01	192	439 75	32	227
78 Stoneham, . . .	42,602 51	38 94	89	—	—	—
79 Swampscott, . . .	54,686 26	40 15	79	—	—	—
80 Rockland, . . .	38,315 61	31 05	207	90 50	07	264
81 Stoughton, . . .	30,000 00	30 43	217	327 00	33	226

SCHOOL RETURNS.

XXV

POPULATION OR OVER — *Con.*

DAY, EVENING, VACATION — YEAR ENDING DEC. 31, 1915.				INCOME FROM MASSACHUSETTS SCHOOL FUND.	
Amount from other sources.	FROM ALL SOURCES.			Paid to town Jan. 25, 1915.	Balance unexpended, Dec. 31, 1915.
	Amount.	Per pupil in average membership.	Rank.		
41	42	43	44	45	46
\$7,970 00	\$286,772 28	\$68 39	27	-	-
271 57	107,071 68	39 70	187	-	-
10,166 27	113,007 02	38 75	202	-	-
32 30	86,822 02	36 19	243	-	-
-	65,978 63	29 90	319	-	-
775 50	94,106 26	34 42	274	-	-
2,938 20	104,799 58	34 84	266	-	-
-	38,958 66	35 61	253	-	-
1,922 93	75,971 83	29 71	321	-	-
100 00	81,620 78	32 39	297	-	-
881 90	65,881 90	29 48	326	-	-
1,395 70	54,097 41	34 35	276	-	-
3,273 34	68,819 26	37 59	218	-	-
-	79,494 72	34 31	278	-	-
1,798 95	79,410 53	33 45	287	-	-
196 58	82,953 33	36 43	235	-	-
1,057 75	82,609 02	37 09	224	-	-
1,678 79	43,827 96	45 09	134	-	-
3,975 45	79,975 45	36 47	234	-	-
1,411 50	51,214 32	29 23	328	-	-
-	65,286 96	35 89	246	-	-
651 14	83,704 63	38 41	207	-	-
616 27	76,314 61	36 39	238	-	-
304 93	58,201 38	26 31	346	-	-
68 84	84,681 51	47 79	108	-	-
2,318 71	48,752 61	35 90	245	-	-
4,943 57	49,251 84	31 49	302	-	-
1,473 91	48,580 19	28 43	335	-	-
-	58,841 99	39 02	198	-	-
1,250 16	37,914 46	32 71	292	-	-
177 63	44,661 31	33 99	284	-	-
315 00	58,455 20	31 51	301	-	-
40 00	47,310 10	28 74	332	-	-
1,942 83	44,835 84	30 50	313	-	-
375 21	91,372 50	63 32	41	-	-
49 17	34,753 06	40 04	182	-	-
51 25	48,750 71	35 87	247	-	-
165 00	37,700 67	38 87	200	-	-
1,485 55	43,935 62	35 40	257	-	-
-	45,195 48	35 25	258	-	-
1,817 46	46,078 68	33 66	286	-	-
101 02	42,703 53	39 03	197	-	-
-	54,686 26	40 15	180	-	-
1,204 16	39,610 27	32 10	298	-	-
55 37	30,382 37	30 81	309	-	-

GROUP II. TOWNS OF 5,000

TOWNS.	VALUATION OF 1915 PER PUPIL IN AVERAGE MEMBERSHIP, YEAR ENDING JUNE 30, 1916.		EXPENDITURE PER \$1,000 VALUATION FOR SCHOOL SUPPORT FROM LOCAL TAXATION, YEAR ENDING DEC. 31, 1915.		RATE OF TOTAL TAX PER \$1,000 VALUATION, 1915.	
	Amount.	Rank.	Amount.	Rank.	Amount.	Rank.
	47	48	49	50	51	52
37 Brookline, . . .	\$29,993	7	\$2 22	342	\$14 10	301
38 Peabody, . . .	5,612	175	7 04	76	21 60	74
39 Westfield, . . .	4,385	265	8 03	30	19 60	145
40 Watertown, . . .	8,270	83	4 36	276	20 20	120
41 Gardner, . . .	5,230	198	5 72	164	19 90	138
42 Framingham, . . .	6,287	144	5 36	190	18 00	196
43 Arlington, . . .	5,908	160	5 70	167	21 80	69
44 Southbridge, . . .	7,565	100	4 71	246	24 40	12
45 Methuen, . . .	3,807	301	7 60	47	24 30	13
46 Weymouth, . . .	5,114	206	6 31	118	19 40	155
47 Milford, . . .	4,685	242	6 21	131	19 70	143
48 Adams, . . .	4,472	256	7 48	52	20 30	116
49 Clinton, . . .	5,173	199	6 92	88	22 40	49
50 Plymouth, . . .	6,172	150	5 56	175	18 00	197
51 Wakefield, . . .	5,246	196	6 23	129	25 20	6
52 Winthrop, . . .	7,425	107	4 89	229	20 70	103
53 Greenfield, . . .	6,152	152	5 93	149	16 10	257
54 Webster, . . .	9,275	59	4 68	251	15 20	279
55 West Springfield, . . .	4,763	231	7 28	62	18 50	180
56 Danvers, . . .	4,911	220	5 78	158	20 40	115
57 Natick, . . .	5,109	208	6 95	86	26 80	3
58 Dedham, . . .	7,338	110	5 16	201	18 40	187
59 Norwood, . . .	8,133	88	4 42	273	12 80	322
60 Saugus, . . .	3,227	331	8 04	28	22 30	51
61 Winchester, . . .	10,678	46	4 44	272	18 00	198
62 Easthampton, . . .	5,785	166	5 91	152	23 20	30
63 Athol, . . .	4,280	268	6 62	102	24 50	11
64 Palmer, . . .	3,142	336	8 67	13	18 20	191
65 North Attleborough, . . .	6,341	142	6 14	134	22 60	45
66 Bridgewater, . . .	3,658	311	8 62	14	22 20	53
67 Ware, . . .	4,206	273	7 98	33	20 60	106
68 Braintree, . . .	5,114	207	6 11	137	18 80	171
69 Northbridge, . . .	3,487	325	8 23	25	17 50	218
70 Middleborough, . . .	3,376	329	8 50	19	22 40	50
71 Milton, . . .	23,342	14	2 70	335	12 50	324
72 Amesbury, . . .	7,813	95	5 08	209	23 50	26
73 Belmont, . . .	8,396	80	4 27	280	19 60	146
74 Andover, . . .	9,221	60	4 17	287	19 00	160
75 Montague, . . .	4,838	227	7 07	74	17 20	227
76 Marblehead, . . .	8,939	65	3 94	295	22 00	61
77 Whitman, . . .	4,207	272	7 61	46	24 80	8
78 Stoneham, . . .	5,572	177	6 99	81	23 20	31
79 Swampscott, . . .	11,740	36	3 42	319	17 80	212
80 Rockland, . . .	4,441	260	6 99	82	22 20	54
81 Stoughton, . . .	4,412	264	6 90	91	24 80	9

SCHOOL RETURNS.

xxvii

POPULATION OR OVER — *Con.*

PUBLIC DAY ELEMENTARY SCHOOLS, YEAR ENDING JUNE 30, 1916.

Principals and teachers.	Average number of days in session.	Average membership.	EXPENDITURE FOR SUPPORT, EXCLUSIVE OF GENERAL CONTROL.		EXPENDITURE FOR SALARIES AND EXPENSES OF PRINCIPALS AND SUPERVISORS, AND FOR SALARIES OF TEACHERS.		EXPENDITURE FOR TEXT-BOOKS.	
			Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.
53	54	55	56	57	58	59	60	61
144	186	3,433	\$207,199	\$60 36	\$139,374	\$40 60	\$3,764	\$1 10
71	174	2,241	73,921	32 99	47,226	21 07	1,707	76
86	187	2,566	79,479	30 97	53,820	20 97	3,490	1 36
53	182	2,054	62,302	30 33	45,173	21 99	1,116	54
47	175	1,820	43,418	23 86	27,609	15 16	1,176	65
72	176	2,328	64,511	27 71	44,348	19 05	1,215	52
66	180	2,370	74,696	31 52	55,493	23 41	1,762	74
34	189	968	27,325	28 23	18,187	18 79	716	74
66	173	2,334	58,703	25 15	40,216	17 23	1,478	63
64	179	2,171	67,092	30 90	44,396	20 45	2,382	1 10
58	176	1,939	48,875	25 21	34,772	17 93	1,301	67
43	180	1,378	41,479	30 10	30,177	21 90	573	42
49	180	1,530	44,026	28 78	31,538	20 61	383	25
66	178	2,025	59,950	29 60	39,869	19 69	1,565	77
60	176	1,915	55,411	28 94	42,410	22 15	976	51
48	181	1,745	49,628	28 44	36,850	21 12	2,000	1 15
61	188	1,900	57,270	30 14	38,270	20 14	1,657	87
23	185	776	25,604	32 99	17,013	21 92	1,056	1 36
58	177	1,889	58,610	31 03	39,619	20 97	2,294	1 21
39	181	1,458	37,067	25 42	26,176	17 95	1,302	89
41	166	1,510	43,278	28 66	27,231	18 03	4,000	2 65
54	181	1,823	63,822	35 01	43,554	23 89	1,505	83
56	177	1,849	58,060	31 40	42,472	22 97	1,130	61
51	175	1,949	47,765	24 51	32,469	16 66	1,782	91
48	184	1,391	54,054	38 86	36,824	26 47	1,403	1 01
38	181	1,164	29,743	25 55	20,080	17 25	621	53
40	181	1,303	31,518	24 19	20,600	15 81	590	45
41	167	1,551	32,655	21 05	21,883	14 11	679	44
43	177	1,309	41,192	31 47	29,249	22 34	964	74
35	169	1,012	26,696	26 38	18,923	18 70	428	42
35	177	1,170	33,279	28 44	20,747	17 73	829	71
43	182	1,628	44,089	27 08	31,371	19 27	998	61
38	178	1,490	35,950	24 13	23,227	15 59	789	53
34	164	1,223	29,343	23 99	19,426	15 88	1,259	1 03
55	177	1,145	60,126	52 51	40,730	35 57	828	72
21	177	644	19,085	29 64	12,990	20 17	221	34
34	182	1,073	32,653	30 43	25,001	23 30	770	72
33	176	970	35,647	36 75	23,417	24 14	1,186	1 22
33	176	982	30,210	30 76	17,250	17 57	654	67
38	180	1,071	31,583	29 49	22,418	20 93	911	85
27	174	1,139	30,585	26 85	20,844	18 30	826	73
25	181	790	27,777	35 16	17,986	22 77	356	45
32	175	1,077	35,240	32 72	24,676	22 91	878	82
25	170	983	26,801	27 26	19,612	19 95	636	65
22	175	840	21,032	25 04	13,369	15 92	490	58

GROUP II. TOWNS OF 5,000

	TOWNS.	EVENING AND VACATION SCHOOLS, YEAR ENDING JUNE 30, 1916.		PUBLIC DAY HIGH			
		Expenditure for support of even- ing schools, ex- clusive of gen- eral control.	Expenditure for support of va- cation schools, exclusive of general control.	Number of high schools.	Principals and teachers.	Pupils enrolled.	Aggregate days' attendance.
		62	63	64	65	66	67
37	Brookline, . . .	\$2,295	\$1,378	2	41	827	153,822
38	Peabody, . . .	2,617	—	1	20	500	78,413
39	Westfield, . . .	1,036	—	1	18	396	64,311
40	Watertown, . . .	1,137	—	1	13	371	64,367
41	Gardner, . . .	1,091	—	1	14	426	70,122
42	Framingham, . . .	1,429	—	1	16	434	70,558
43	Arlington, . . .	571	648	1	24	672	110,704
44	Southbridge, . . .	1,019	90	1	7	141	22,718
45	Methuen, . . .	—	—	1	10	252	39,070
46	Weymouth, . . .	182	—	1	12	379	59,521
47	Milford, . . .	648	—	1	16	310	52,785
48	Adams, . . .	574	—	1	9	209	34,811
49	Clinton, . . .	1,583	—	1	16	356	49,804
50	Plymouth, . . .	504	378	1	13	315	50,735
51	Wakefield, . . .	936	—	1	19	500	81,191
52	Winthrop, . . .	468	—	1	24	567	93,413
53	Greenfield, . . .	327	—	1	15	352	61,120
54	Webster, . . .	1,126	170	1	8	216	34,828
55	West Springfield, . . .	1,109	108	1	13	319	54,175
56	Danvers, . . .	—	—	1	10	318	50,218
57	Natick, . . .	999	369	1	14	329	54,305
58	Dedham, . . .	354	—	1	16	389	62,380
59	Norwood, . . .	2,021	—	1	11	269	43,433
60	Saugus, . . .	—	—	1	9	314	42,994
61	Winchester, . . .	1,651	—	1	19	405	65,329
62	Easthampton, . . .	310	215	1	10	225	35,150
63	Athol, . . .	200	168	1	12	263	47,133
64	Palmer, . . .	948	—	1	9	178	28,371
65	North Attleborough, . . .	302	—	1	11	217	35,657
66	Bridgewater, . . .	552	—	1	8	155	25,897
67	Ware, . . .	338	—	1	7	152	24,475
68	Braintree, . . .	—	—	1	10	253	39,597
69	Northbridge, . . .	445	186	1	6	174	28,879
70	Middleborough, . . .	—	—	1	9	269	43,839
71	Milton, . . .	—	—	1	12	328	51,866
72	Amesbury, . . .	—	—	1	12	241	39,491
73	Belmont, . . .	—	—	1	12	307	41,697
74	Andover, . . .	—	—	—	—	—	—
75	Montague, . . .	408	—	1	11	298	44,624
76	Marblehead, . . .	—	—	1	10	226	34,775
77	Whitman, . . .	343	—	1	9	253	41,674
78	Stoneham, . . .	669	—	1	13	333	52,830
79	Swampscott, . . .	—	—	1	14	289	46,190
80	Rockland, . . .	—	266	1	10	271	45,498
81	Stoughton, . . .	370	—	1	7	162	26,146

SCHOOL RETURNS.

XXIX

POPULATION OR OVER — *Con.*

SCHOOLS, YEAR ENDING JUNE 30, 1916.

Days in session.	Average membership.	EXPENDITURE FOR SUPPORT, EXCLUSIVE OF GENERAL CONTROL.		EXPENDITURE FOR SALARIES AND EXPENSES OF PRINCIPALS AND SUPERVISORS, AND FOR SALARIES OF TEACHERS.		EXPENDITURE FOR TEXT-BOOKS.	
		Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.
68	69	70	71	72	73	74	75
186	760	\$80,089	\$105 38	\$66,301	\$87 24	\$1,988	\$2 62
177	456	25,996	57 01	18,984	41 63	900	1 97
191	350	26,827	76 65	20,400	58 29	426	1 22
191	345	22,678	65 73	15,875	46 01	772	2 24
185	387	20,004	51 69	13,465	34 79	1,150	2 97
185	406	25,192	62 05	17,017	41 91	1,142	2 81
182	638	37,714	59 11	24,124	37 81	1,541	2 42
189	126	7,890	62 62	6,384	50 67	320	2 54
197	223	12,724	57 06	9,915	44 46	391	1 75
181	349	18,145	51 99	11,280	32 32	729	2 09
185	296	15,103	51 02	9,624	32 51	707	2 39
182	197	11,108	56 39	7,896	40 08	354	1 80
180	301	19,311	64 16	12,108	40 23	529	1 76
181	292	16,245	55 63	11,377	38 96	617	2 11
184	459	23,420	51 02	18,198	39 65	929	2 02
184	532	35,542	66 81	24,651	46 34	1,500	2 82
191	327	21,321	65 20	15,104	46 19	702	2 15
187	196	15,610	79 64	9,429	48 11	480	2 45
189	304	15,794	51 95	11,915	39 19	955	3 14
181	294	11,368	38 67	8,800	29 93	746	2 54
187	309	18,602	60 20	13,903	44 99	1,998	6 47
185	356	18,790	52 78	15,100	42 42	628	1 76
177	248	14,028	56 56	10,784	43 48	410	1 65
177	263	11,571	44 00	7,705	29 30	394	1 50
181	381	28,649	75 19	22,645	59 44	960	2 52
191	194	13,106	67 56	9,671	49 85	565	2 91
186	261	16,583	63 54	9,515	36 46	1,228	4 71
187	158	13,515	85 54	8,612	54 51	494	3 13
192	199	14,480	72 76	10,628	53 41	438	2 20
183	147	10,251	69 73	6,976	47 46	498	3 39
176	144	9,590	66 60	6,631	46 05	338	2 35
186	227	11,485	50 59	8,300	36 56	555	2 44
189	156	9,531	61 10	6,092	39 05	360	2 31
183	247	12,609	51 05	8,950	36 23	600	2 43
181	298	27,983	93 90	19,814	66 49	315	1 06
184	224	12,978	57 94	9,687	43 25	304	1 36
182	286	16,648	58 21	12,710	44 44	618	2 16
-	-	-	-	-	-	-	-
188	259	16,442	63 48	11,096	42 84	786	3 03
180	211	13,341	63 23	8,895	42 16	581	2 75
188	230	12,651	55 00	8,703	37 84	515	2 24
185	304	15,091	49 64	10,530	34 64	805	2 65
169	285	20,634	72 40	15,199	53 33	781	2 74
182	251	12,776	50 90	9,234	36 79	445	1 77
185	146	7,628	52 25	5,100	34 93	600	4 11

GROUP II. TOWNS OF 5,000

TOWNS.	Population, State Census, 1915.	Valuation, as of April 1, 1915.	TEACHING STAFF IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — JAN. 1, 1916.			
			Principals.	Supervisors.	Teachers.	Total.
	1	2	3	4	5	6
82 Reading,	6,805	\$7,999,523	2	2	43	47
83 Maynard,	6,770	4,175,418	1	2	35	37
84 Hudson,	6,758	4,280,795	2	3	28	33
85 Concord,	6,681	9,527,350	3	2	45	50
86 Great Barrington, .	6,627	10,392,283	—	2	42	44
87 Needham,	6,542	9,010,865	—	2	42	44
88 Franklin,	6,440	5,065,217	1	2	40	43
89 Wellesley,	6,439	20,684,270	2	2	42	46
90 Fairhaven,	6,277	4,501,594	4	3	32	39
91 Ipswich,	6,272	5,719,240	2	4	35	41
92 Ludlow,	6,251	5,618,262	—	3	35	38
93 Grafton,	6,250	3,825,768	—	1	28	29
94 Spencer,	5,994	3,629,010	1	2	22	25
95 North Andover, . .	5,956	6,042,049	6	3	34	43
96 Westborough, . . .	5,925	3,342,715	1	1	23	25
97 Winchendon, . . .	5,908	4,447,007	1	—	35	36
98 Mansfield,	5,772	4,523,040	2	3	32	37
99 Blackstone,	5,689	2,465,488	—	—	34	34
100 Abington,	5,646	3,763,381	3	2	29	34
101 Canton,	5,623	6,838,814	1	3	23	27
102 Amherst,	5,558	6,388,168	1	4	31	36
103 Lexington,	5,538	10,028,177	1	3	36	40
104 Walpole,	5,490	7,535,002	1	4	39	44
105 Orange,	5,379	4,030,408	—	3	30	33
106 Dartmouth,	5,330	5,753,325	3	2	33	38
107 Millbury,	5,295	3,399,117	3	3	29	35
108 Tewksbury,	5,265	1,861,780	—	4	10	14
109 Hingham,	5,264	8,737,150	2	3	34	39
110 Chelmsford,	5,182	4,514,610	—	2	36	38
111 South Hadley, . . .	5,179	3,407,453	1	3	31	35
112 Wareham,	5,176	6,680,145	—	2	27	29
113 Easton,	5,064	7,285,854	2	2	39	43
114 Monson,	5,004	1,978,410	—	4	21	25
Totals,	718,928	\$804,572,236	171	222	3,678	4,071

SCHOOL RETURNS.

xxx

POPULATION OR OVER — *Con.*

PUPILS IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — YEAR ENDING JUNE 30, 1916.					SCHOOL CENSUS, SEPT. 1, 1915.			
Pupils enrolled.	Aggregate days' at- tendance.	Average daily at- tendance.	Average number of days in session.	Average member- ship.	Persons 5 to 7 years.	Persons 7 to 14 years.	Persons 14 to 16 years.	Illiterates 16 to 21 years.
7	8	9	10	11	12	13	14	15
1,385	209,308	1,229	175	1,352	222	770	197	—
1,233	200,852	1,127	176	1,189	242	789	165	140
1,136	173,283	997	174	1,087	201	790	217	59
1,255	211,612	1,158	184	1,240	137	706	183	—
1,352	199,097	1,140	175	1,202	222	904	187	65
1,342	203,550	1,146	178	1,204	251	809	198	30
1,308	199,073	1,131	176	1,211	241	810	211	43
1,119	171,112	958	179	1,031	221	647	166	11
1,182	191,083	1,029	186	1,084	259	835	268	19
967	147,797	850	174	921	184	640	190	—
1,017	144,316	791	183	878	222	842	72	248
880	130,745	740	174	789	145	608	170	41
680	105,855	576	184	677	165	676	189	—
1,148	178,227	1,020	174	1,074	193	774	177	19
747	119,090	643	185	688	111	415	139	—
1,195	181,069	1,005	182	1,078	211	787	209	17
1,072	166,480	928	179	1,004	218	656	163	—
1,103	163,480	886	185	947	190	885	184	—
1,040	172,323	940	182	999	152	661	153	2
733	118,515	640	185	692	204	891	70	50
1,097	170,641	964	177	1,017	229	663	265	—
1,215	189,195	1,052	180	1,115	236	691	145	—
1,233	208,623	1,122	185	1,151	232	732	169	26
925	146,349	849	172	881	177	578	148	6
985	145,016	872	166	943	283	829	206	7
1,064	157,384	898	175	961	175	763	183	—
351	55,813	295	181	325	110	271	50	—
1,046	146,055	849	173	921	145	623	147	—
991	154,260	856	180	912	183	711	206	—
1,052	162,651	912	178	992	161	653	177	—
844	130,575	753	169	788	158	587	119	—
1,148	176,284	997	177	1,080	191	671	168	18
656	99,541	553	180	596	120	571	149	—
124,606	19,448,440	107,611	181	114,977	24,908	86,424	20,507	2,910

GROUP II. TOWNS OF 5,000

	TOWNS.	ITEMIZED EXPENDITURES FOR SUPPORT OF ALL			
		GENERAL CONTROL.		INSTRUCTION.	
		School committee and business offices.	Superintendents' salaries and office expenses.	Principals' salaries and expenses.	Supervisors' salaries and expenses.
		16	17	18	19
82	Reading,	\$197 28	\$684 10	\$2,866 77	\$1,100 00
83	Maynard,	227 03	1,414 51	3,580 25	800 00
84	Hudson,	110 76	1,210 56	3,306 00	1,255 00
85	Concord,	437 78	2,064 23	4,200 00	1,290 00
86	Great Barrington, .	377 51	1,939 14	-	33 00
87	Needham,	413 88	2,269 61	-	1,758 00
88	Franklin,	469 39	1,543 38	1,482 00	885 03
89	Wellesley,	1,199 27	2,108 44	4,217 98	1,555 52
90	Fairhaven,	147 80	1,622 20	4,850 00	1,295 00
91	Ipswich,	878 34	1,872 92	2,900 00	2,900 00
92	Ludlow,	338 74	1,456 25	4,145 00	1,037 75
93	Grafton,	347 73	1,494 71	-	1,192 31
94	Spencer,	156 53	1,767 78	1,400 00	796 50
95	North Andover, . .	60 42	1,209 73	6,149 80	2,283 50
96	Westborough, . . .	66 68	902 09	1,300 00	420 00
97	Winchendon, . . .	20 00	1,654 25	5,397 46	-
98	Mansfield,	602 02	833 33	5,225 00	661 00
99	Blackstone,	45 00	810 69	-	-
100	Abington,	300 00	1,275 00	1,600 00	1,250 00
101	Canton,	83 25	2,030 94	1,722 50	1,335 00
102	Amherst,	-	2,815 92	1,800 00	1,407 40
103	Lexington,	-	1,273 63	5,251 12	301 95
104	Walpole,	948 40	1,847 84	5,518 50	2,467 56
105	Orange,	210 97	1,823 92	4,036 72	1,397 88
106	Dartmouth,	140 90	1,805 34	2,933 35	-
107	Millbury,	150 00	1,698 72	3,265 26	968 99
108	Tewksbury,	177 76	402 26	-	422 50
109	Hingham,	100 00	2,145 00	4,045 00	1,800 00
110	Chelmsford,	427 79	1,571 64	2,400 00	1,180 00
111	South Hadley, . . .	268 90	1,519 36	3,650 74	1,379 00
112	Wareham,	458 69	1,161 65	-	975 01
113	Easton,	129 14	918 51	2,492 84	679 00
114	Monson,	51 35	1,413 60	-	911 25
	Totals,	\$32,316 58	\$176,044 79	\$320,415 10	\$135,693 91

SCHOOL RETURNS.

xxxiii

POPULATION OR OVER — *Con.*

PUBLIC SCHOOLS — DAY, EVENING, VACATION — YEAR ENDING JUNE 30, 1916.

INSTRUCTION — <i>Con.</i>			OPERATION OF SCHOOL PLANT.		
Teachers' salaries.	Text-books.	Stationery, supplies and other expenses of instruction.	Janitor service.	Fuel.	Miscellaneous expenses of operation.
20	21	22	23	24	25
\$29,445 58	\$1,465 94	\$2,667 24	\$3,627 25	\$3,397 33	\$1,115 32
17,738 93	1,220 74	1,422 70	1,908 00	3,583 82	375 36
15,927 82	795 51	1,416 73	1,963 90	2,145 19	541 90
32,612 51	1,755 12	3,749 29	3,376 17	3,608 96	1,588 66
25,640 91	1,019 10	960 97	2,744 75	2,034 81	662 25
34,095 10	1,104 22	1,423 40	3,352 64	3,543 07	328 32
23,053 75	1,610 96	2,027 18	4,148 50	2,652 27	831 44
36,907 28	1,509 87	2,574 88	5,382 22	2,976 05	1,218 36
23,974 75	673 67	1,840 47	5,077 76	2,563 41	—
18,055 20	1,693 67	2,846 42	2,128 50	3,032 41	565 18
19,038 05	527 68	1,003 53	2,511 05	564 05	795 89
14,074 73	163 99	772 68	2,075 57	2,518 75	229 87
13,684 00	827 30	700 75	2,409 00	1,343 78	138 75
17,797 04	926 99	1,288 35	2,932 18	2,920 13	564 05
14,325 24	1,078 75	1,023 93	1,243 33	1,529 16	563 10
17,444 15	1,022 51	1,178 29	3,538 60	2,848 81	689 69
15,737 01	763 08	1,623 81	2,253 86	1,136 94	376 41
17,098 33	514 13	921 26	1,778 00	602 94	52 83
22,052 91	1,275 55	719 45	2,612 50	1,475 90	1,297 50
16,755 53	904 00	992 37	3,664 41	2,851 60	347 99
16,843 00	1,512 63	713 65	1,852 65	331 06	1,770 94
26,470 50	1,225 10	2,539 71	3,707 80	1,869 25	2,355 92
20,593 12	1,169 16	1,600 71	3,822 54	198 99	1,146 62
12,988 80	651 52	1,221 40	2,064 21	498 02	361 43
18,069 75	502 11	876 18	2,614 50	1,852 89	75 91
11,523 93	788 14	831 76	1,878 50	1,762 51	912 74
5,184 00	297 85	506 43	1,163 04	327 70	159 31
24,294 90	1,427 73	1,148 26	3,771 14	1,840 56	900 42
18,771 58	1,160 82	828 79	2,649 05	3,241 72	547 58
13,550 57	934 19	1,085 86	2,230 58	1,900 19	680 82
15,713 05	1,079 62	1,358 17	2,784 22	2,610 02	433 72
23,030 23	830 79	2,259 64	2,459 46	1,473 55	635 31
10,082 65	515 83	503 37	828 37	924 77	201 44
\$2,407,035 00	\$122,414 39	\$169,824 03	\$311,138 23	\$236,264 63	\$76,102 62

GROUP II. TOWNS OF 5,000

	TOWNS.	ITEMIZED EXPENDITURES FOR SUPPORT OF ALL PUBLIC YEAR ENDING			
		Repairs, replacement, and upkeep.	Libraries.	Promotion of health.	Transportation.
		26	27	28	29
82	Reading,	\$1,345 23	-	\$200 00	\$797 50
83	Maynard,	1,066 39	\$30 40	129 00	461 50
84	Hudson,	1,945 06	40 56	200 00	907 94
85	Concord,	2,691 10	-	504 12	4,186 50
86	Great Barrington,	685 67	-	50 00	1,003 90
87	Needham,	2,893 53	-	304 20	949 50
88	Franklin,	2,056 89	-	203 00	2,540 00
89	Wellesley,	1,823 31	90 25	597 07	1,311 36
90	Fairhaven,	1,248 17	-	163 25	1,704 75
91	Ipswich,	4,513 48	-	200 00	1,884 50
92	Ludlow,	1,531 30	8 75	235 00	2,919 75
93	Grafton,	1,225 70	74 50	100 00	3,644 21
94	Spencer,	1,536 27	-	41 75	2,055 61
95	North Andover,	1,647 20	75 00	206 00	504 00
96	Westborough,	645 22	-	101 25	2,364 43
97	Winchendon,	2,914 29	-	217 23	2,469 45
98	Mansfield,	993 53	-	500 00	1,245 80
99	Blackstone,	543 61	-	400 00	-
100	Abington,	1,974 34	-	-	1,200 00
101	Canton,	765 13	-	1,016 88	875 00
102	Amherst,	677 92	-	821 84	1,434 43
103	Lexington,	3,529 28	-	569 35	5,620 00
104	Walpole,	1,162 53	68	150 00	3,417 75
105	Orange,	714 22	-	160 75	3,256 00
106	Dartmouth,	833 47	-	300 00	5,421 75
107	Millbury,	1,594 95	27 60	204 00	1,755 00
108	Tewksbury,	609 93	-	100 00	1,924 62
109	Hingham,	1,826 02	-	500 00	1,673 00
110	Chelmsford,	848 90	-	255 00	2,728 83
111	South Hadley,	858 58	-	135 00	2,630 13
112	Wareham,	2,173 11	-	144 00	2,199 50
113	Easton,	1,556 74	104 03	300 00	4,513 65
114	Monson,	839 19	-	183 50	649 46
	Totals,	\$183,164 90	\$1,976 81	\$34,785 21	\$131,009 75

SCHOOL RETURNS.

XXXV

POPULATION OR OVER — *Con.*

SCHOOLS — DAY, EVENING, VACATION — JUNE 30, 1916 — <i>Con.</i>		EXPENDITURES FOR OUTLAY, YEAR ENDING JUNE 30, 1916.		
Miscellaneous (tuition, etc.).	Total for support.	New grounds, buildings and alterations.	New equipment.	Total for outlay.
30	31	32	33	34
\$617 12	\$49,526 66	\$1,569 49	\$175 00	\$1,744 49
1,268 04	35,226 67	—	442 78	442 78
189 77	31,956 70	—	—	—
426 12	62,490 56	—	4,861 26	4,861 26
101 94	37,253 95	—	449 07	449 07
311 80	52,747 27	513 40	—	513 40
747 97	44,251 76	—	2,048 55	2,048 55
1,831 41	65,303 27	6,164 82	1,505 13	7,669 95
1,460 76	46,621 99	—	539 36	539 36
1,671 86	45,142 48	44,042 45	825 00	44,867 45
1,179 28	37,292 07	—	603 98	603 98
182 78	28,097 53	11 25	83 20	94 45
414 20	27,272 22	—	—	—
281 49	38,845 88	—	234 26	234 26
200 06	25,763 24	—	—	—
339 90	39,734 63	949 79	753 78	1,703 57
297 97	32,249 76	14,582 40	417 60	15,000 00
—	22,766 79	—	280 00	280 00
377 00	37,410 15	—	—	—
386 81	33,731 41	326 51	659 25	985 76
—	31,981 44	83,113 56	248 75	83,362 31
487 07	55,200 68	37,240 23	1,546 85	38,787 08
416 34	44,460 74	50 00	1,721 43	1,771 43
303 74	29,689 58	—	—	—
1,592 01	37,018 16	10,363 08	978 72	11,341 80
76 01	27,438 11	—	—	—
3,592 43	14,867 83	225 00	498 93	723 93
—	45,472 03	4,020 18	376 28	4,396 46
236 34	36,848 04	—	—	—
580 31	31,404 23	—	443 42	443 42
609 73	31,700 49	5,192 21	1,369 43	6,561 64
87 47	41,470 36	—	462 24	462 24
5,727 71	22,832 49	—	—	—
\$65,980 72	\$4,404,166 67	\$877,332 54	\$67,430 28	\$944,762 82

GROUP II. TOWNS OF 5,000

TOWNS.	TOTAL EXPENDITURE FOR SUPPORT OF ALL PUBLIC SCHOOLS —					
	FROM LOCAL TAXATION.			FROM STATE (INCLUDING INCOME FROM MASSACHUSETTS SCHOOL FUND).		
	Amount.	Per pupil in average membership.	Rank.	Amount.	Per pupil in average membership.	Rank.
	35	36	37	38	39	40
82 Reading, . . .	\$43,644 80	\$32 28	187	\$130 50	\$0 10	255
83 Maynard, . . .	32,053 50	26 96	267	—	—	—
84 Hudson, . . .	30,440 30	28 00	253	17 00	02	290
85 Concord, . . .	51,321 25	41 39	71	—	—	—
86 Great Barrington, . .	34,674 55	28 85	236	—	—	—
87 Needham, . . .	53,889 56	44 76	52	48 50	04	275
88 Franklin, . . .	39,923 78	32 97	177	228 00	19	242
89 Wellesley, . . .	62,104 15	60 24	13	—	—	—
90 Fairhaven, . . .	20,370 38	18 79	342	—	—	—
91 Ipswich, . . .	40,464 95	43 94	56	—	—	—
92 Ludlow, . . .	37,150 83	42 31	67	202 19	23	237
93 Grafton, . . .	26,444 36	33 52	168	937 50	1 19	205
94 Spencer, . . .	18,628 08	27 52	261	—	—	—
95 North Andover, . . .	38,235 21	35 60	135	—	—	—
96 Westborough, . . .	23,471 56	34 12	160	179 00	26	231
97 Winchendon, . . .	28,664 45	26 59	274	254 50	24	235
98 Mansfield, . . .	31,574 43	31 45	201	42 65	04	276
99 Blackstone, . . .	23,647 74	24 97	292	833 33	88	211
100 Abington, . . .	36,566 26	36 60	116	132 50	13	251
101 Canton, . . .	31,735 93	45 85	44	127 00	18	244
102 Amherst, . . .	29,136 76	28 65	243	361 90	36	224
103 Lexington, . . .	48,350 79	43 36	61	139 50	13	252
104 Walpole, . . .	45,411 84	39 45	85	—	—	—
105 Orange, . . .	30,954 20	35 14	143	—	—	—
106 Dartmouth, . . .	35,894 86	38 06	102	—	—	—
107 Millbury, . . .	26,341 95	27 41	262	750 00	78	212
108 Tewksbury, . . .	11,863 53	36 50	117	3,236 08	9 96	110
109 Hingham, . . .	41,896 86	45 49	47	—	—	—
110 Chelmsford, . . .	31,444 84	34 48	152	140 50	15	247
111 South Hadley, . . .	29,035 62	29 27	232	1,137 00	1 15	206
112 Wareham, . . .	30,468 14	38 67	94	156 90	20	241
113 Easton, . . .	35,463 92	32 84	180	125 50	12	249
114 Monson, . . .	19,950 97	33 47	170	2,932 54	4 92	158
Totals, . . .	\$4,118,397 71	\$35 82	—	\$21,005 74	\$0 18	—

SCHOOL RETURNS.

xxxvii

POPULATION OR OVER — *Con.*

DAY, EVENING, VACATION — YEAR ENDING DEC. 31, 1915.				INCOME FROM MASSACHUSETTS SCHOOL FUND.	
Amount from other sources.	FROM ALL SOURCES.			Paid to town Jan. 25, 1915.	Balance unexpended, Dec. 31, 1915.
	Amount.	Per pupil in average membership.	Rank.		
41	42	43	44	45	46
\$2,513 95	\$46,289 25	\$34 24	280	-	-
-	32,053 50	26 96	344	-	-
651 00	31,108 30	28 62	334	-	-
17,196 03	68,517 28	55 26	68	-	-
2,151 22	36,825 77	30 64	311	-	-
222 00	54,160 06	44 98	139	-	-
1,036 45	41,188 23	34 01	283	-	-
150 00	62,254 15	60 38	49	-	-
27,661 88	48,032 26	44 31	144	-	-
90 00	40,554 95	44 03	145	-	-
43 00	37,396 02	42 59	158	-	-
60 00	27,441 86	34 78	268	-	-
1,155 75	19,783 83	29 22	329	-	-
200 00	38,435 21	35 79	250	-	-
-	23,650 56	34 38	275	-	-
9,751 05	38,670 00	35 87	248	-	-
-	31,617 08	31 49	303	-	-
-	24,481 07	25 85	347	\$1,103 83	-
317 41	37,016 17	37 05	226	-	-
173 00	32,035 93	46 29	123	-	-
2,176 20	31,674 86	31 15	307	-	-
2,414 42	50,904 71	45 65	128	-	-
1,283 27	46,695 11	40 57	174	-	-
-	30,954 20	35 14	261	-	-
161 60	36,056 46	38 24	211	-	-
-	27,091 95	28 19	336	-	-
60 00	15,159 61	46 64	120	921 61	-
2,570 84	44,467 70	48 28	107	-	-
287 75	31,873 09	34 95	265	-	-
253 88	30,426 50	30 67	310	-	-
262 51	30,887 55	39 20	193	-	-
5,938 16	41,527 58	38 45	205	-	-
4 00	22,887 51	38 40	208	1,178 82	-
\$138,069 28	\$4,277,472 73	\$37 20	-	\$3,204 26	-

GROUP II. TOWNS OF 5,000

TOWNS.	VALUATION OF 1915 PER PUPIL IN AVERAGE MEMBERSHIP, YEAR ENDING JUNE 30, 1916.		EXPENDITURE PER \$1,000 VALUATION FOR SCHOOL SUPPORT FROM LOCAL TAXATION, YEAR ENDING DEC. 31, 1915.		RATE OF TOTAL TAX PER \$1,000 VALUATION, 1915.	
	Amount.	Rank.	Amount.	Rank.	Amount.	Rank.
	47	48	49	50	51	52
82 Reading, . . .	\$5,917	158	\$5 46	182	\$20 50	108
83 Maynard, . . .	3,512	323	7 68	44	20 00	122
84 Hudson, . . .	3,938	292	7 11	70	23 30	29
85 Concord, . . .	7,683	98	5 39	188	18 60	175
86 Great Barrington, .	8,646	69	3 34	326	13 70	310
87 Needham, . . .	7,484	105	5 98	147	18 70	177
88 Franklin, . . .	4,183	275	7 88	34	22 20	55
89 Wellesley, . . .	20,062	18	3 00	331	12 00	328
90 Fairhaven, . . .	4,153	278	4 53	264	21 00	92
91 Ipswich, . . .	6,210	147	7 08	71	20 50	109
92 Ludlow, . . .	6,399	140	6 61	103	17 00	228
93 Grafton, . . .	4,849	225	6 91	89	19 50	149
94 Spencer, . . .	5,360	190	5 13	206	14 00	302
95 North Andover, .	5,626	174	6 33	114	21 00	93
96 Westborough, . .	4,859	224	7 02	77	21 10	89
97 Winchendon, . .	4,125	281	6 45	110	22 00	62
98 Mansfield, . . .	4,505	254	6 98	83	23 60	25
99 Blackstone, . . .	2,603	347	9 59	4	20 60	107
100 Abington, . . .	3,767	303	9 72	3	25 40	5
101 Canton, . . .	9,883	53	4 64	253	16 70	242
102 Amherst, . . .	6,281	145	4 56	259	18 00	199
103 Lexington, . . .	8,994	64	4 82	239	20 80	101
104 Walpole, . . .	6,546	133	6 03	143	18 10	192
105 Orange, . . .	4,575	251	7 68	45	19 00	161
106 Dartmouth, . . .	6,101	154	6 24	127	20 00	123
107 Millbury, . . .	3,537	320	7 75	41	24 00	17
108 Tewksbury, . . .	5,729	172	6 37	112	18 00	200
109 Hingham, . . .	9,487	57	4 80	240	18 00	201
110 Chelmsford, . . .	4,950	215	6 97	85	17 80	213
111 South Hadley, . .	3,435	327	8 52	16	24 30	14
112 Wareham, . . .	8,477	76	4 56	260	15 50	274
113 Easton, . . .	6,746	124	4 87	231	13 80	308
114 Monson, . . .	3,319	330	10 08	1	20 00	124
Totals, . . .	\$6,997	—	\$5 12	—	—	—

SCHOOL RETURNS.

XXXIX

POPULATION OR OVER — *Con.*

PUBLIC DAY ELEMENTARY SCHOOLS, YEAR ENDING JUNE 30, 1916.

Principals and teachers.	Average number of days in session.	Average membership.	EXPENDITURE FOR SUPPORT, EXCLUSIVE OF GENERAL CONTROL.		EXPENDITURE FOR SALARIES AND EXPENSES OF PRINCIPALS AND SUPERVISORS, AND FOR SALARIES OF TEACHERS.		EXPENDITURE FOR TEXT-BOOKS.	
			Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.
53	54	55	56	57	58	59	60	61
30	175	1,041	\$30,385	\$29 19	\$21,035	\$20 20	\$506	\$0 49
28	176	1,043	25,103	24 07	16,014	15 35	943	90
21	172	851	19,590	23 02	12,932	15 20	441	52
26	182	796	33,244	41 76	20,294	25 49	627	78
33	174	988	24,668	24 97	17,970	18 19	654	66
34	177	1,036	37,487	36 18	26,577	25 65	743	72
31	173	1,006	29,954	29 78	17,783	17 68	1,082	1 08
33	177	815	43,456	53 32	29,450	36 13	911	1 12
23	186	870	23,638	27 17	15,908	18 29	358	41
27	174	734	29,649	40 39	16,860	22 97	1,129	1 54
29	183	831	27,132	32 65	18,338	22 07	351	42
23	174	703	18,669	26 56	10,706	15 23	42	06
18	182	566	17,264	30 50	10,511	18 57	402	71
32	174	965	29,764	30 84	20,335	21 07	594	62
15	182	529	15,427	29 16	9,070	17 15	651	1 23
29	179	897	28,674	31 97	15,923	17 75	636	71
24	181	867	21,500	24 80	14,911	17 19	584	67
30	185	843	17,984	21 33	13,841	16 42	413	49
23	181	750	23,527	31 37	15,785	21 05	670	89
16	185	501	20,604	41 13	11,239	22 43	554	1 11
22	175	763	19,838	26 00	12,645	16 57	1,259	1 65
24	180	902	36,024	39 94	19,413	21 52	709	79
30	185	934	30,045	32 17	21,411	22 92	519	56
22	169	707	19,064	26 96	11,673	16 51	295	42
26	164	865	27,894	32 25	15,703	18 15	251	29
24	176	810	17,831	22 01	10,889	13 44	398	49
10	181	325	10,943	33 67	5,607	17 25	298	92
26	172	715	28,664	40 09	18,954	26 51	600	84
28	179	763	26,120	34 23	15,726	20 61	774	1 01
25	177	858	21,978	25 62	13,439	15 66	518	60
22	168	671	22,009	32 80	11,959	17 82	792	1 18
28	175	821	22,951	27 95	15,301	18 64	411	50
21	180	596	21,112	35 42	10,994	18 45	261	44
2,983	—	96,288	\$2,980,941	\$30 96	\$1,998,081	\$20 75	\$76,022	\$0 79

GROUP II. TOWNS OF 5,000

	TOWNS.	EVENING AND VACATION SCHOOLS, YEAR ENDING JUNE 30, 1916.		PUBLIC DAY HIGH			
		Expenditure for support of even- ing schools, ex- clusive of gen- eral control.	Expenditure for support of va- cation schools, exclusive of general control.	Number of high schools.	Principals and teachers.	Pupils enrolled.	Aggregate days' attendance.
		62	63	64	65	66	67
82	Reading, . . .	-	-	1	13	312	48,781
83	Maynard, . . .	-	-	1	7	158	26,193
84	Hudson, . . .	\$446	-	1	9	257	39,288
85	Concord, . . .	109	-	1	22	453	76,926
86	Great Barrington, . .	-	-	1	9	239	36,682
87	Needham, . . .	252	\$398	1	8	187	29,358
88	Franklin, . . .	450	-	1	10	236	36,198
89	Wellesley, . . .	717	-	1	11	244	37,372
90	Fairhaven, . . .	-	-	1	13	229	39,181
91	Ipswich, . . .	894	-	1	10	198	33,060
92	Ludlow, . . .	2,815	-	1	6	44	7,918
93	Grafton, . . .	-	-	1	5	103	16,377
94	Spencer, . . .	-	-	1	5	121	20,219
95	North Andover, . .	-	-	1	8	121	19,167
96	Westborough, . . .	-	-	1	8	171	30,405
97	Winchendon, . . .	-	-	1	6	180	32,047
98	Mansfield, . . .	-	-	1	8	145	22,527
99	Blackstone, . . .	-	-	1	4	107	17,343
100	Abington, . . .	-	-	1	9	265	45,451
101	Canton, . . .	756	-	1	8	209	32,837
102	Amherst, . . .	120	-	1	10	268	44,286
103	Lexington, . . .	-	-	1	12	230	37,296
104	Walpole, . . .	284	-	1	10	235	37,066
105	Orange, . . .	-	-	1	8	185	31,577
106	Dartmouth, . . .	-	-	3	10	86	13,645
107	Millbury, . . .	-	-	1	8	162	24,612
108	Tewksbury, . . .	-	-	-	-	-	-
109	Hingham, . . .	180	-	1	10	232	34,207
110	Chelmsford, . . .	-	-	2	8	161	26,132
111	South Hadley, . . .	-	-	1	7	152	23,881
112	Wareham, . . .	-	-	1	5	124	20,657
113	Easton, . . .	38	-	1	13	278	44,603
114	Monson, . . .	-	-	-	-	-	-
	Totals, . . .	\$35,623	\$4,374	79	859	20,252	3,284,208

¹ Expended \$3,924 for tuition and transportation of 60 pupils attending Lowell and Wilmington high schools, of which \$2,241.46 is reimbursed by State.

POPULATION OR OVER — *Con.*

SCHOOLS, YEAR ENDING JUNE 30, 1916.

Days in session.	Average membership.	EXPENDITURE FOR SUPPORT, EXCLUSIVE OF GENERAL CONTROL.		EXPENDITURE FOR SALARIES AND EXPENSES OF PRINCIPALS AND SUPERVISORS, AND FOR SALARIES OF TEACHERS.		EXPENDITURE FOR TEXT-BOOKS.	
		Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.
68	69	70	71	72	73	74	75
175	311	\$18,260	\$58 71	\$12,377	\$39 80	\$960	\$3 09
184	146	8,482	58 10	6,105	41 82	277	1 90
179	236	10,599	44 91	7,165	30 36	347	1 47
186	444	26,635	59 99	17,728	39 93	1,120	2 52
177	214	10,269	47 99	7,704	36 00	365	1 71
182	168	11,927	70 99	8,729	51 96	362	2 15
187	205	11,836	57 74	7,230	35 27	529	2 58
184	216	17,823	82 51	12,828	59 39	560	2 59
187	214	21,484	100 39	14,212	66 41	316	1 48
174	187	12,744	68 15	6,995	37 41	565	3 02
183	47	5,550	118 09	3,360	71 49	135	2 87
185	86	7,586	88 21	4,560	53 02	122	1 42
192	111	8,084	72 83	5,370	48 38	426	3 84
182	109	7,811	71 66	5,995	55 00	333	3 06
191	159	9,368	58 92	6,975	43 87	428	2 69
185	181	9,387	51 86	6,919	38 23	387	2 14
182	137	9,314	67 99	6,712	48 92	179	1 31
185	104	3,927	37 76	3,257	31 32	101	97
183	249	12,309	49 43	9,118	36 62	605	2 43
185	191	10,258	53 70	7,050	36 91	310	1 62
183	254	9,208	36 25	7,285	28 68	254	1 00
181	213	17,903	84 05	12,611	59 21	516	2 42
185	217	11,335	52 24	6,927	31 92	617	2 84
188	174	8,590	49 37	6,750	38 79	357	2 05
188	78	7,178	92 03	5,300	67 95	252	3 23
174	151	7,758	51 38	4,869	32 25	390	2 58
—	—	— ¹	—	—	—	—	—
176	206	14,383	69 82	10,006	48 57	828	4 02
188	149	8,728	58 58	6,626	44 47	387	2 60
187	134	7,638	57 00	5,141	38 37	416	3 10
189	117	8,072	68 99	4,738	40 50	287	2 45
184	259	17,434	67 31	10,877	42 00	420	1 62
—	—	— ²	—	—	—	— ²	—
—	18,689	\$1,172,923	\$62 76	\$830,846	\$44 45	\$45,245	\$2 42

² Expended \$255 for text-books for pupils attending Monson Academy.

GROUP III. TOWNS OF LESS THAN 5,000

	TOWNS.	Population, State Census, 1915.	Valuation, as of April 1, 1915.	TEACHING STAFF IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — JAN. 1, 1916.			
				Principals.	Supervisors.	Teachers.	Total.
		1	2	3	4	5	6
115	Barnstable, . . .	4,995	\$9,470,655	—	2	32	34
116	Uxbridge, . . .	4,921	4,360,270	—	2	31	33
117	Randolph, . . .	4,734	3,167,150	—	2	22	24
118	Lee, . . .	4,481	3,192,491	—	—	21	21
119	Dudley, . . .	4,373	2,501,264	—	3	22	25
120	Rockport, . . .	4,351	4,085,090	—	2	26	28
121	Provincetown, . . .	4,295	2,452,213	—	—	27	27
122	Warren, . . .	4,268	2,666,885	3	2	19	24
123	Templeton, . . .	4,081	2,025,073	—	1	22	23
124	Williamstown, . . .	3,981	5,372,365	—	—	31	31
125	Falmouth, . . .	3,917	16,991,255	2	4	26	32
126	Dalton, . . .	3,858	5,717,438	—	3	25	28
127	Foxborough, . . .	3,755	2,816,130	—	2	21	23
128	East Bridgewater, . . .	3,689	2,901,169	—	1	25	26
129	Medfield, . . .	3,648	2,428,976	—	2	10	12
130	Hardwick, . . .	3,596	3,135,484	1	2	22	25
131	Oxford, . . .	3,476	2,108,931	4	3	22	29
132	Barre, . . .	3,476	2,832,245	1	2	21	24
133	Somerset, . . .	3,377	1,837,798	1	2	21	24
134	Leicester, . . .	3,322	2,514,107	—	2	21	23
135	Westport, . . .	3,262	2,456,575	—	1	21	22
136	Billerica, . . .	3,246	5,507,928	—	5	22	27
137	Lenox, . . .	3,242	8,477,062	—	2	30	32
138	Nantucket, . . .	3,166	4,674,185	1	—	21	22
139	Holbrook, . . .	2,948	1,782,825	—	2	18	20
140	North Brookfield, . . .	2,947	2,045,584	1	2	14	17
141	Manchester, . . .	2,945	20,052,880	3	3	17	23
142	Medway, . . .	2,846	1,832,690	1	2	15	18
143	Westford, . . .	2,843	2,426,079	—	2	17	19
144	Pepperell, . . .	2,839	2,355,442	—	2	18	20
145	Sutton, . . .	2,829	1,549,929	—	—	18	18
146	Cohasset, . . .	2,800	9,875,915	1	1	19	21
147	Shrewsbury, . . .	2,794	2,978,363	—	2	17	19
148	Holliston, . . .	2,788	2,147,329	2	1	15	18
149	Ayer, . . .	2,779	2,439,172	—	3	15	18
150	Bourne, . . .	2,672	7,409,125	—	2	19	21
151	Hadley, . . .	2,666	2,231,764	—	1	18	19
152	Hanover, . . .	2,666	2,287,980	—	—	13	13
153	Hopedale, . . .	2,663	8,919,744	—	4	17	21
154	Scituate, . . .	2,661	5,938,950	—	2	15	17
155	Norton, . . .	2,587	1,676,800	—	2	17	19
156	Lancaster, . . .	2,585	7,038,992	1	1	18	20
157	Kingston, . . .	2,580	1,706,196	—	2	16	18
158	Holden, . . .	2,514	1,910,232	—	2	21	23
159	Hopkinton, . . .	2,475	1,985,402	—	2	15	17

POPULATION AND MAINTAINING HIGH SCHOOLS.

PUPILS IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — YEAR ENDING JUNE 30, 1916.					SCHOOL CENSUS, SEPT. 1, 1915.			
Pupils enrolled.	Aggregate days' at- tendance.	Average daily at- tendance.	Average number of days in session.	Average member- ship.	Persons 5 to 7 years.	Persons 7 to 14 years.	Persons 14 to 16 years.	Illiterates 16 to 21 years.
7	8	9	10	11	12	13	14	15
916	140,565	802	181	862	124	549	127	—
1,030	140,439	835	168	903	165	636	158	100
932	142,500	807	182	878	174	678	143	—
691	93,800	518	181	609	133	510	135	1
550	70,882	426	179	565	214	694	141	1
882	136,822	797	172	825	167	569	136	—
955	152,365	833	182	878	177	553	147	29
660	104,560	598	175	639	131	574	144	51
753	113,461	658	172	720	185	566	119	—
774	116,499	669	174	715	121	493	131	—
790	115,504	635	181	705	166	519	105	—
824	148,425	715	178	765	147	494	104	—
662	103,973	578	180	621	121	391	105	—
774	117,604	690	170	741	153	515	103	10
307	48,892	266	184	283	50	172	59	—
485	78,687	431	183	463	153	453	57	79
630	98,013	555	176	597	146	546	91	—
569	84,082	469	179	510	111	375	76	55
673	96,408	571	168	607	118	465	52	—
507	76,763	435	176	466	118	471	105	16
542	78,553	439	179	481	120	410	91	—
691	112,447	615	184	638	154	456	114	—
762	114,653	630	182	684	104	429	101	—
567	86,551	473	181	509	84	338	85	—
583	90,902	516	179	559	98	313	94	—
384	58,173	336	172	354	87	304	82	—
536	86,747	472	183	496	101	292	79	—
583	80,228	466	172	505	85	340	79	7
446	69,067	401	172	438	97	292	70	41
488	70,995	394	180	435	92	297	83	—
406	58,144	334	174	354	86	430	101	—
525	78,896	449	176	501	83	328	77	—
528	68,341	411	166	462	98	311	89	—
488	80,146	445	180	453	77	298	86	10
518	83,475	457	182	485	101	296	90	—
502	73,818	430	171	465	118	358	73	—
538	76,012	459	166	502	136	336	115	25
381	58,349	324	180	346	79	253	72	11
467	73,243	408	180	433	96	278	68	—
510	77,947	428	182	463	82	323	59	—
495	71,306	410	174	443	93	350	79	1
319	51,403	287	180	308	89	305	94	—
503	78,130	431	180	471	75	355	81	7
489	71,042	416	168	455	89	342	92	1
423	65,582	374	175	402	78	271	65	—

GROUP III. TOWNS OF LESS THAN 5,000

	TOWNS.	ITEMIZED EXPENDITURES FOR SUPPORT OF ALL			
		GENERAL CONTROL.		INSTRUCTION.	
		School committee and business offices.	Superintendents' salaries and office expenses.	Principals' salaries and expenses.	Supervisors' salaries and expenses.
		16	17	18	19
115	Barnstable, . . .	-	\$1,800 00	-	\$1,425 00
116	Uxbridge, . . .	\$116 00	1,124 58	-	590 60
117	Randolph, . . .	326 01	797 67	\$3,473 92	465 00
118	Lee, . . .	350 00	720 00	1,600 00	-
119	Dudley, . . .	178 12	1,013 81	-	2,005 55
120	Rockport, . . .	106 31	1,450 00	2,250 00	803 15
121	Provincetown, . . .	150 00	1,252 10	-	-
122	Warren, . . .	23 81	1,408 00	2,501 00	660 00
123	Templeton, . . .	100 00	1,052 91	-	437 00
124	Williamstown, . . .	246 11	1,539 20	-	-
125	Falmouth, . . .	81 55	2,377 69	2,816 61	3,318 30
126	Dalton, . . .	48 50	1,858 29	2,676 00	1,891 00
127	Foxborough, . . .	281 95	1,008 64	-	630 00
128	East Bridgewater, . . .	-	980 87	2,300 00	350 00
129	Medfield, . . .	118 35	457 00	-	510 00
130	Hardwick, . . .	465 12	831 23	1,600 00	790 09
131	Oxford, . . .	-	944 63	1,918 99	828 37
132	Barre, . . .	149 70	720 06	1,400 00	782 31
133	Somerset, . . .	98 00	919 15	1,000 00	432 00
134	Leicester, . . .	132 69	807 38	3,591 20	800 00
135	Westport, . . .	425 52	1,267 84	1,053 75	550 00
136	Billerica, . . .	-	500 00	3,350 00	1,912 00
137	Lenox, . . .	152 30	2,065 78	-	1,600 00
138	Nantucket, . . .	183 80	1,111 10	750 00	-
139	Holbrook, . . .	185 64	676 18	1,875 00	400 00
140	North Brookfield, . . .	-	845 13	1,600 00	680 00
141	Manchester, . . .	153 30	1,799 98	3,350 00	1,775 00
142	Medway, . . .	38 50	764 50	1,235 00	358 25
143	Westford, . . .	-	962 76	3,156 00	525 00
144	Pepperell, . . .	220 45	1,021 35	1,450 00	836 00
145	Sutton, . . .	150 00	815 59	-	-
146	Cohasset, . . .	619 99	1,163 32	1,329 50	257 05
147	Shrewsbury, . . .	190 50	595 88	-	586 00
148	Holliston, . . .	68 86	779 97	1,730 64	650 08
149	Ayer, . . .	32 50	874 99	-	589 00
150	Bourne, . . .	301 72	1,006 77	-	-
151	Hadley, . . .	144 27	753 90	1,200 00	225 00
152	Hanover, . . .	130 00	574 26	-	-
153	Hopedale, . . .	79 48	850 05	-	-
154	Scituate, . . .	250 00	633 33	-	640 00
155	Norton, . . .	182 06	583 47	-	450 00
156	Lancaster, . . .	200 00	779 00	1,400 00	350 00
157	Kingston, . . .	144 75	698 05	-	600 00
158	Holden, . . .	82 51	903 18	-	928 00
159	Hopkinton, . . .	28 40	975 30	-	884 30

SCHOOL RETURNS.

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POPULATION AND MAINTAINING HIGH SCHOOLS—*Con.*

PUBLIC SCHOOLS—DAY, EVENING, VACATION—YEAR ENDING JUNE 30, 1916.

INSTRUCTION— <i>Con.</i>			OPERATION OF SCHOOL PLANT.		
Teachers' salaries.	Text-books.	Stationery, supplies and other expenses of instruction.	Janitor service.	Fuel.	Miscellaneous expenses of operation.
20	21	22	23	24	25
\$19,336 68	\$1,104 50	\$475 25	\$2,578 25	\$2,704 21	\$300 63
15,023 50	1,049 02	1,034 22	1,877 00	1,544 87	581 01
10,989 91	1,194 15	931 32	1,553 57	1,125 92	229 44
11,417 05	763 98	852 15	1,358 25	976 35	355 93
12,330 35	899 51	1,153 67	1,864 48	1,041 15	130 33
9,914 00	764 24	867 65	1,327 07	1,298 12	168 93
12,568 36	1,312 98	—	1,234 00	1,931 17	—
9,631 80	366 32	1,060 63	1,546 70	1,187 34	166 27
11,387 44	780 28	817 55	884 45	1,124 00	127 74
18,264 30	891 32	931 37	1,974 55	2,467 87	432 46
16,163 44	1,164 67	1,338 05	3,110 93	2,143 94	1,279 49
12,747 70	1,098 07	1,312 88	2,090 42	2,064 94	824 34
12,588 93	711 68	876 69	1,576 00	1,088 48	109 09
10,958 38	867 62	594 34	1,576 19	2,307 93	46 18
6,455 00	336 73	512 91	699 00	38 75	140 59
11,593 41	687 80	1,144 31	1,899 74	1,525 22	310 20
8,778 25	596 53	1,095 24	1,231 35	1,318 73	315 95
10,442 41	591 11	587 35	1,373 56	1,234 13	81 93
10,878 75	171 54	1,004 19	1,279 43	1,015 19	19 97
7,415 00	576 29	795 36	2,539 38	1,978 25	259 46
8,919 35	223 11	405 82	1,080 25	1,197 38	323 38
10,868 00	698 70	821 01	1,653 80	1,560 26	562 58
20,039 45	1,139 65	1,071 95	3,483 46	2,871 64	523 89
10,371 50	511 44	423 89	707 06	1,461 65	533 31
7,843 50	691 38	498 46	1,037 75	167 76	274 48
6,607 25	426 87	651 56	600 00	147 61	353 75
10,326 00	215 00	1,220 87	2,106 00	1,522 17	948 02
7,115 70	407 63	559 40	610 51	188 91	109 98
5,804 00	622 83	312 51	1,519 85	1,057 14	729 57
8,999 76	507 10	492 05	1,098 06	2,053 37	230 72
7,569 50	237 44	293 52	794 00	852 80	264 76
17,226 46	731 44	2,914 58	1,196 40	1,339 24	792 90
8,624 10	391 50	423 88	1,015 65	872 22	245 00
6,929 70	563 67	602 40	957 30	1,336 36	118 00
9,047 00	507 84	547 14	811 00	1,143 46	243 42
13,478 06	647 00	896 94	1,719 50	2,060 75	795 75
7,353 51	421 44	867 64	1,325 28	803 05	535 24
7,988 00	169 34	293 24	927 40	766 41	241 10
12,389 50	486 75	741 15	1,752 89	1,996 35	299 78
10,575 00	926 26	375 00	1,560 00	1,021 00	350 00
8,748 20	437 63	347 78	1,056 00	1,239 44	221 53
8,817 00	481 97	518 28	1,450 00	1,200 64	290 62
7,780 40	233 45	463 61	1,445 64	212 55	36 03
10,077 99	840 64	633 29	1,307 80	951 91	166 83
8,336 14	424 53	843 21	1,103 73	213 75	109 93

GROUP III. TOWNS OF LESS THAN 5,000

	TOWNS.	ITEMIZED EXPENDITURES FOR SUPPORT OF ALL PUBLIC YEAR ENDING			
		Repairs, replacement, and upkeep.	Libraries.	Promotion of health.	Transportation.
		26	27	28	29
115	Barnstable,	\$3,840 07	-	\$150 00	\$6,020 00
116	Uxbridge,	1,292 89	-	178 00	750 00
117	Randolph,	685 01	-	100 00	675 00
118	Lee,	1,696 53	-	75 00	1,817 16
119	Dudley,	1,073 14	\$23 00	170 00	634 62
120	Rockport,	1,595 01	-	68 55	-
121	Provincetown,	1,591 89	-	93 25	-
122	Warren,	861 37	99 25	150 00	3,440 40
123	Templeton,	2,017 51	-	100 00	2,487 50
124	Williamstown,	2,001 84	-	202 50	896 60
125	Falmouth,	3,427 46	96 44	458 30	6,500 50
126	Dalton,	3,231 08	-	305 00	882 00
127	Foxborough,	711 49	-	147 18	1,443 57
128	East Bridgewater,	1,329 88	-	75 00	909 50
129	Medfield,	563 90	-	50 00	277 50
130	Hardwick,	1,338 07	-	134 50	3,758 74
131	Oxford,	577 07	2 50	-	1,732 00
132	Barre,	771 39	3 65	70 35	2,215 25
133	Somerset,	-	-	-	500 00
134	Leicester,	666 68	-	150 00	1,778 10
135	Westport,	825 88	-	125 00	3,465 85
136	Billerica,	2,374 43	-	103 23	2,459 00
137	Lenox,	888 66	3 00	215 20	631 50
138	Nantucket,	433 49	-	100 00	455 25
139	Holbrook,	1,311 13	-	-	53 27
140	North Brookfield,	681 66	-	50 00	1,946 75
141	Manchester,	1,712 09	-	61 00	1,250 00
142	Medway,	431 41	-	104 00	2,247 00
143	Westford,	818 24	-	100 00	3,349 00
144	Pepperell,	240 02	46 00	80 00	1,633 00
145	Sutton,	426 41	-	150 00	444 00
146	Cohasset,	974 63	19 14	150 00	5,111 25
147	Shrewsbury,	765 55	-	100 00	1,241 00
148	Holliston,	1,062 59	-	25 00	1,727 50
149	Ayer,	909 16	-	110 00	62 50
150	Bourne,	3,091 69	-	150 00	2,876 87
151	Hadley,	861 06	-	83 25	1,551 35
152	Hanover,	803 29	-	75 76	943 50
153	Hopedale,	1,274 03	-	72 00	168 50
154	Scituate,	1,041 26	-	75 00	3,920 40
155	Norton,	823 88	-	-	1,197 00
156	Lancaster,	203 67	-	312 93	2,261 70
157	Kingston,	267 67	-	100 00	641 00
158	Holden,	794 52	-	75 00	332 00
159	Hopkinton,	155 28	-	-	1,258 90

SCHOOL RETURNS.

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POPULATION AND MAINTAINING HIGH SCHOOLS — *Con.*

SCHOOLS — DAY, EVENING, VACATION — JUNE 30, 1916 — <i>Con.</i>		EXPENDITURES FOR OUTLAY, YEAR ENDING JUNE 30, 1916.		
Miscellaneous (tuition, etc.).	Total for support.	New grounds, buildings and alterations.	New equipment.	Total for outlay.
30	31	32	33	34
-	\$39,734 59	\$5,236 86	-	\$5,236 86
\$1,131 17	26,292 86	2,733 50	\$95 25	2,828 75
25 50	22,572 42	-	741 88	741 88
727 05	22,709 45	-	-	-
1,821 47	24,339 20	-	1,759 24	1,759 24
341 55	20,954 58	-	372 13	372 13
27 00	20,160 75	420 00	-	420 00
111 71	23,214 60	-	26 00	26 00
654 89	21,971 27	-	-	-
432 18	30,280 30	-	57 14	57 14
2,047 06	46,324 43	-	739 90	739 90
451 90	31,482 12	37,123 64	1,732 87	38,856 51
703 33	21,877 03	-	153 92	153 92
956 67	23,252 56	1,812 59	416 30	2,228 89
300 00	10,459 73	-	190 33	190 33
536 79	26,615 22	-	591 41	591 41
431 25	19,770 86	-	116 35	116 35
934 62	21,357 82	-	233 49	233 49
8 00	17,326 22	120 82	971 00	1,091 82
717 82	22,207 61	-	54 96	54 96
1,922 94	21,786 07	11,644 14	1,026 67	12,670 81
704 75	27,567 76	-	786 89	786 89
104 93	34,791 41	-	752 68	752 68
-	17,042 49	459 87	56 77	516 64
45 59	15,060 14	-	620 81	620 81
89 06	14,679 64	262 71	70 52	333 23
1,332 97	27,772 40	-	105 05	105 05
-	14,170 79	-	69 30	69 30
230 25	19,187 15	-	-	-
179 34	19,087 22	-	676 14	676 14
78 65	12,076 67	-	-	-
729 07	34,554 97	8,285 91	2,000 76	10,286 67
267 97	15,319 25	1,700 00	-	1,700 00
10 75	16,562 82	-	278 90	278 90
267 97	15,145 98	-	-	-
491 43	27,516 48	-	-	-
181 87	16,306 86	-	-	-
129 68	13,041 98	-	-	-
163 53	20,274 01	16,347 57	1,411 81	17,759 38
-	21,367 25	-	256 40	256 40
-	15,286 99	14,987 60	300 00	15,287 60
100 00	18,365 81	-	-	-
96 00	12,719 15	1,671 18	164 00	1,835 18
45 35	17,139 02	474 68	-	474 68
171 64	14,505 11	-	63 56	63 56

GROUP III. TOWNS OF LESS THAN 5,000

TOWNS.	TOTAL EXPENDITURE FOR SUPPORT OF ALL PUBLIC SCHOOLS —					
	FROM LOCAL TAXATION.			FROM STATE (INCLUDING INCOME FROM MASSACHUSETTS SCHOOL FUND).		
	Amount.	Per pupil in average membership.	Rank.	Amount.	Per pupil in average membership.	Rank.
	35	36	37	38	39	40
115 Barnstable, . . .	\$39,112 41	\$45 37	49	\$90 00	\$0 10	256
116 Uxbridge, . . .	25,178 62	27 88	256	—	—	—
117 Randolph, . . .	18,335 84	20 88	326	796 50	91	210
118 Lee, . . .	20,205 80	33 18	174	420 00	69	215
119 Dudley, . . .	21,404 91	37 88	104	1,587 49	2 81	190
120 Rockport, . . .	20,408 20	24 74	295	—	—	—
121 Provincetown, . .	18,848 74	21 47	323	1,543 51	1 76	199
122 Warren, . . .	19,946 51	31 22	204	1,034 50	1 62	201
123 Templeton, . . .	19,211 93	26 68	272	1,944 32	2 70	191
124 Williamstown, . .	26,532 20	37 11	114	374 70	52	219
125 Falmouth, . . .	44,325 51	62 87	12	—	—	—
126 Dalton, . . .	29,365 85	38 39	98	55 00	07	265
127 Foxborough, . . .	20,316 18	32 72	183	625 00	1 01	208
128 East Bridgewater, .	19,741 15	26 64	273	849 50	1 15	207
129 Medfield, . . .	9,820 74	34 70	147	1,113 84	3 94	176
130 Hardwick, . . .	23,521 80	50 80	32	614 00	1 33	203
131 Oxford, . . .	18,367 76	30 77	211	2,072 50	3 47	180
132 Barre, . . .	19,193 13	37 63	109	500 00	98	209
133 Somerset, . . .	13,298 06	21 91	321	1,546 61	2 55	193
134 Leicester, . . .	22,379 91	48 03	39	625 00	1 34	202
135 Westport, . . .	15,388 83	31 99	193	2,077 32	4 32	168
136 Billerica, . . .	26,978 78	42 29	68	500 00	78	213
137 Lenox, . . .	34,559 70	50 53	33	—	—	—
138 Nantucket, . . .	16,331 17	32 08	191	—	—	—
139 Holbrook, . . .	12,969 74	23 20	313	1,869 56	3 34	183
140 North Brookfield, .	12,431 40	35 12	144	1,707 61	4 82	161
141 Manchester, . . .	26,613 44	53 66	22	—	—	—
142 Medway, . . .	12,364 41	24 48	297	1,938 12	3 84	177
143 Westford, . . .	15,874 57	36 24	125	531 25	1 21	204
144 Pepperell, . . .	17,330 30	39 84	81	1,273 11	2 93	187
145 Sutton, . . .	10,485 74	29 62	226	1,660 61	4 69	162
146 Cohasset, . . .	33,756 59	67 38	5	13 50	03	282
147 Shrewsbury, . . .	14,153 13	30 63	213	857 14	1 86	197
148 Holliston, . . .	15,072 52	33 27	173	1,532 49	3 38	182
149 Ayer, . . .	13,024 18	26 85	270	1,280 41	2 64	192
150 Bourne, . . .	25,602 26	55 06	20	—	—	—
151 Hadley, . . .	10,472 94	20 86	327	1,810 90	3 61	179
152 Hanover, . . .	10,985 79	31 75	196	1,476 05	4 27	169
153 Hopedale, . . .	19,576 24	45 21	50	—	—	—
154 Scituate, . . .	21,593 65	46 64	41	—	—	—
155 Norton, . . .	10,986 55	24 80	294	1,833 82	4 14	172
156 Lancaster, . . .	17,491 32	56 79	16	—	—	—
157 Kingston, . . .	12,338 35	26 20	279	1,512 62	3 21	184
158 Holden, . . .	14,516 47	31 90	195	1,803 82	3 96	175
159 Hopkinton, . . .	12,351 88	30 73	212	2,427 42	6 04	151

SCHOOL RETURNS.

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POPULATION AND MAINTAINING HIGH SCHOOLS—*Con.*

DAY, EVENING, VACATION — YEAR ENDING DEC. 31, 1915.				INCOME FROM MASSACHUSETTS SCHOOL FUND.	
Amount from other sources.	FROM ALL SOURCES.			Paid to town Jan. 25, 1915.	Balance unexpended, Dec. 31, 1915.
	Amount.	Per pupil in av- erage mem- bership.	Rank.		
41	42	43	44	45	46
\$641 68	\$39,844 09	\$46 22	124	—	—
1,650 73	26,829 35	29 71	322	—	—
1,086 76	20,219 10	23 03	353	—	—
798 98	21,424 78	35 18	259	—	—
736 25	23,728 65	42 00	163	\$1,103 82	—
—	20,408 20	24 74	349	—	—
—	20,392 25	23 23	352	692 29	\$6 05
1,277 59	22,258 60	34 83	267	—	—
257 29	21,413 54	29 74	320	1,178 82	—
592 00	27,498 90	38 46	204	—	—
809 09	45,134 60	64 02	37	—	—
502 30	29,923 15	39 12	195	—	—
250 00	21,191 18	34 12	281	—	—
—	20,590 65	27 79	339	—	—
189 98	11,124 56	39 31	191	692 29 ¹	—
1,957 50	26,093 30	56 36	63	—	—
60 22	20,500 48	34 34	277	1,103 82	96 23
878 75	20,571 88	40 34	178	—	—
13 00	14,857 67	24 48	350	921 61	—
1,756 97	24,761 88	53 14	82	—	—
1,041 69	18,507 84	38 48	203	1,10382	—
—	27,478 78	43 07	154	—	—
1,150 00	35,709 70	52 21	87	—	—
—	16,331 17	32 08	299	—	—
232 20	15,071 50	26 96	345	921 62	—
223 52	14,362 53	40 57	175	846 62	—
—	26,613 44	53 66	78	—	—
190 14	14,492 67	28 70	333	921 62	—
1,671 92	18,077 74	41 27	167	1,103 82	1,103 82
259 00	18,862 41	43 36	151	846 62	198 51
113 00	12,259 35	34 63	270	921 61	—
—	33,770 09	67 41	31	—	—
93 95	15,104 22	32 69	293	—	—
197 35	16,802 36	37 09	225	846 62	—
—	14,304 59	29 49	325	846 62	199 53
166 73	25,768 99	55 42	67	—	—
2,845 40	15,129 24	30 14	317	846 62	—
105 50	12,567 34	36 32	242	846 62	—
—	19,576 24	45 21	132	—	—
—	21,593 65	46 64	121	—	—
1,043 80	13,864 17	31 30	306	1,178 82	—
—	17,491 32	56 79	59	—	—
430 00	14,280 97	30 32	316	921 62	—
252 00	16,572 29	36 42	236	1,178 82	—
222 30	15,001 60	37 32	220	921 62	—

¹ Granted by Resolve of General Court.

BOARD OF EDUCATION.

GROUP III. TOWNS OF LESS THAN 5,000

TOWNS.	VALUATION OF 1915 PER PUPIL IN AVERAGE MEMBERSHIP, YEAR ENDING JUNE 30, 1916.		EXPENDITURE PER \$1,000 VALUATION FOR SCHOOL SUPPORT FROM LOCAL TAXATION, YEAR ENDING DEC. 31, 1915.		RATE OF TOTAL TAX PER \$1,000 VALUATION, 1915.	
	Amount.	Rank.	Amount.	Rank.	Amount.	Rank.
	47	48	49	50	51	52
115 Barnstable, . . .	\$10,987	42	\$4 13	289	\$16 30	254
116 Uxbridge, . . .	4,829	229	5 77	160	17 90	211
117 Randolph, . . .	3,607	318	5 79	157	19 80	140
118 Lee, . . .	5,242	197	6 33	115	22 20	56
119 Dudley, . . .	4,427	262	8 56	15	18 00	202
120 Rockport, . . .	4,952	214	5 00	219	18 00	203
121 Provincetown, . . .	2,793	346	7 69	43	22 70	43
122 Warren, . . .	4,174	276	7 48	53	15 70	272
123 Templeton, . . .	2,813	345	9 49	5	22 10	58
124 Williamstown, . . .	7,514	103	4 94	225	18 50	181
125 Falmouth, . . .	24,101	13	2 61	337	10 80	342
126 Dalton, . . .	7,474	106	5 14	205	15 00	283
127 Foxborough, . . .	4,535	253	7 21	66	18 80	172
128 East Bridgewater, . . .	3,915	295	6 80	92	20 70	104
129 Medfield, . . .	8,583	73	4 04	293	11 90	334
130 Hardwick, . . .	6,772	123	7 50	51	19 80	141
131 Oxford, . . .	3,533	322	8 71	12	21 40	84
132 Barre, . . .	5,553	178	6 78	93	17 00	229
133 Somerset, . . .	3,028	338	7 24	64	19 50	150
134 Leicester, . . .	5,395	187	8 90	10	21 00	94
135 Westport, . . .	5,107	209	6 26	123	20 80	102
136 Billerica, . . .	8,633	70	4 90	228	20 00	125
137 Lenox, . . .	12,393	32	4 08	290	17 50	219
138 Nantucket, . . .	9,183	61	3 49	313	17 00	230
139 Holbrook, . . .	3,189	333	7 27	63	20 00	126
140 North Brookfield, . . .	5,778	168	6 08	141	15 30	277
141 Manchester, . . .	40,429	3	1 33	352	10 00	344
142 Medway, . . .	3,629	313	6 75	96	23 50	27
143 Westford, . . .	5,539	179	6 54	106	15 00	284
144 Pepperell, . . .	5,415	186	7 36	58	20 50	110
145 Sutton, . . .	4,378	266	6 77	95	21 50	79
146 Cohasset, . . .	19,712	19	3 42	320	16 00	258
147 Shrewsbury, . . .	6,447	137	4 75	244	15 90	271
148 Holliston, . . .	4,740	233	7 02	78	23 20	32
149 Ayer, . . .	5,029	212	5 34	193	19 50	151
150 Bourne, . . .	15,934	23	3 46	316	14 40	297
151 Hadley, . . .	4,446	259	4 69	249	13 70	311
152 Hanover, . . .	6,613	128	4 80	241	15 20	280
153 Hopedale, . . .	20,600	17	2 19	344	13 20	317
154 Scituate, . . .	12,827	30	3 64	310	19 00	165
155 Norton, . . .	3,785	302	6 55	105	22 80	42
156 Lancaster, . . .	22,854	15	2 48	338	13 00	319
157 Kingston, . . .	3,622	315	7 23	65	17 60	215
158 Holden, . . .	4,198	274	7 60	48	17 50	220
159 Hopkinton, . . .	4,939	217	6 22	130	25 00	7

SCHOOL RETURNS.

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POPULATION AND MAINTAINING HIGH SCHOOLS—*Con.*

PUBLIC DAY ELEMENTARY SCHOOLS, YEAR ENDING JUNE 30, 1916.

Principals and teachers.	Average number of days in session.	Average membership.	EXPENDITURE FOR SUPPORT, EXCLUSIVE OF GENERAL CONTROL.		EXPENDITURE FOR SALARIES AND EXPENSES OF PRINCIPALS AND SUPERVISORS, AND FOR SALARIES OF TEACHERS.		EXPENDITURE FOR TEXT-BOOKS.	
			Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.
53	54	55	56	57	58	59	60	61
25	172	732	\$24,708	\$33 75	\$14,300	\$19 54	\$725	\$0 99
27	168	812	18,996	23 39	11,648	14 34	713	88
16	178	729	14,179	19 45	10,353	14 20	645	88
16	179	499	15,053	30 17	8,217	16 47	573	1 15
19	179	541	16,905	31 25	11,409	21 09	731	1 35
19	168	729	13,618	18 68	9,129	12 52	491	67
22	182	770	14,329	18 61	9,430	12 25	875	1 14
15	171	506	14,310	28 28	7,349	14 52	133	26
17	171	598	13,500	22 58	7,732	12 93	431	72
25	171	567	19,399	34 21	12,201	21 52	421	74
22	181	587	28,992	49 39	14,572	24 82	715	1 22
20	177	656	22,957	35 00	13,307	20 29	740	1 13
15	177	480	13,673	28 49	8,434	17 57	221	46
19	167	620	15,462	24 94	9,017	14 54	503	81
5	183	200	4,586	22 93	3,114	15 57	88	44
17	181	369	16,041	43 47	8,789	23 82	254	69
20	174	502	12,358	24 62	7,991	15 92	188	37
16	177	428	14,623	34 17	8,249	19 27	462	1 08
18	166	541	12,610	23 31	9,751	18 02	72	13
17	176	383	14,962	39 07	8,464	22 10	331	86
20	179	466	16,250	34 87	9,772	20 96	193	41
17	182	541	20,069	37 10	11,530	21 31	487	90
23	182	577	20,621	35 74	14,159	24 54	733	1 27
16	180	387	10,676	27 59	7,702	19 90	319	82
13	174	449	9,218	20 53	6,294	14 02	305	68
9	169	266	7,880	29 62	4,769	17 93	156	59
13	182	381	16,090	42 23	8,451	22 18	104	27
12	171	438	9,685	22 11	6,224	14 21	276	63
14	171	396	12,863	32 48	6,698	16 91	359	91
13	180	335	11,796	35 21	6,948	20 74	214	64
16	173	330	9,062	27 46	6,170	18 70	195	59
14	176	382	22,279	58 32	12,454	32 60	236	62
14	163	408	10,891	26 69	6,502	15 94	239	59
11	179	376	11,498	30 58	6,103	16 23	350	93
10	181	378	8,495	22 47	5,563	14 72	215	57
15	168	407	19,033	46 76	9,893	24 31	561	1 38
13	163	420	10,209	24 31	5,445	12 96	217	52
9	179	283	8,460	29 89	5,028	17 77	78	28
14	179	383	13,824	36 09	8,790	22 95	337	88
11	181	374	15,248	40 77	7,250	19 38	740	1 98
14	173	395	11,309	28 63	6,874	17 40	307	78
12	176	267	11,975	44 85	6,367	23 85	387	1 45
12	179	407	8,527	20 95	5,564	13 67	164	40
17	167	368	12,027	32 79	7,712	20 96	579	1 57
11	172	324	9,677	29 87	6,216	19 18	135	42

GROUP III. TOWNS OF LESS THAN 5,000

TOWNS.	EVENING AND VACATION SCHOOLS, YEAR ENDING JUNE 30, 1916.		PUBLIC DAY HIGH			
	Expenditure for support of even- ing schools, ex- clusive of gen- eral control.	Expenditure for support of va- cation schools, exclusive of general control.	Number of high schools.	Principals and teachers.	Pupils enrolled.	Aggregate days' attendance.
	62	63	64	65	66	67
115 Barnstable, . . .	-	-	2	7	141	22,942
116 Uxbridge, . . .	-	-	1	4	107	16,011
117 Randolph, . . .	-	-	1	6	160	25,930
118 Lee, . . .	-	-	1	5	121	19,909
119 Dudley, . . .	\$196	-	1	3	27	4,215
120 Rockport, . . .	-	-	1	7	100	17,176
121 Provincetown, . . .	-	-	1	5	117	19,278
122 Warren, . . .	-	-	1	7	140	24,491
123 Templeton, . . .	-	-	1	5	126	19,232
124 Williamstown, . . .	-	-	1	6	154	26,465
125 Falmouth, . . .	-	-	1	6	128	20,158
126 Dalton, . . .	-	-	1	5	115	38,863
127 Foxborough, . . .	-	-	1	6	155	25,160
128 East Bridgewater, . . .	-	-	1	6	129	21,645
129 Medfield, . . .	-	-	1	5	87	14,476
130 Hardwick, . . .	-	-	1	6	98	17,057
131 Oxford, . . .	-	-	1	6	103	17,377
132 Barre, . . .	-	-	1	6	93	14,487
133 Somerset, . . .	-	-	1	3	67	11,667
134 Leicester, . . .	-	-	1	4	88	14,877
135 Westport, . . .	-	-	1	1	17	2,719
136 Billerica, . . .	-	-	1	5	107	17,624
137 Lenox, . . .	-	-	1	7	111	18,531
138 Nantucket, . . .	-	-	1	6	128	20,913
139 Holbrook, . . .	-	-	1	5	123	19,458
140 North Brookfield, . . .	-	-	1	6	92	15,938
141 Manchester, . . .	-	-	1	7	128	20,355
142 Medway, . . .	-	-	1	4	75	11,612
143 Westford, . . .	-	-	1	3	42	7,892
144 Pepperell, . . .	-	-	1	5	106	15,993
145 Sutton, . . .	-	-	1	2	27	4,395
146 Cohasset, . . .	511	-	1	5	125	18,620
147 Shrewsbury, . . .	-	-	1	3	62	9,526
148 Holliston, . . .	-	-	1	4	84	14,084
149 Ayer, . . .	-	-	1	5	112	19,328
150 Bourne, . . .	-	-	1	4	67	10,632
151 Hadley, . . .	-	-	1	5	88	13,384
152 Hanover, . . .	128	-	1	4	67	11,135
153 Hopedale, . . .	-	-	1	3	54	9,016
154 Scituate, . . .	-	-	1	4	96	15,375
155 Norton, . . .	-	-	1	3	53	8,228
156 Lancaster, . . .	-	-	1	7	49	7,351
157 Kingston, . . .	-	-	1	4	72	11,724
158 Holden, . . .	-	-	1	4	94	14,832
159 Hopkinton, . . .	-	-	1	4	80	13,710

¹ Does not include \$2,274 for tuition and transportation of 45 pupils to other high schools.

SCHOOL RETURNS.

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POPULATION AND MAINTAINING HIGH SCHOOLS—*Con.*

SCHOOLS, YEAR ENDING JUNE 30, 1916.

Days in session.	Average membership.	EXPENDITURE FOR SUPPORT, EXCLUSIVE OF GENERAL CONTROL.		EXPENDITURE FOR SALARIES AND EXPENSES OF PRINCIPALS AND SUPERVISORS, AND FOR SALARIES OF TEACHERS.		EXPENDITURE FOR TEXT-BOOKS.	
		Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.
68	69	70	71	72	73	74	75
190	130	\$13,227	\$101 75	\$6,462	\$49 71	\$380	\$2 92
187	91	6,056	66 55	3,966	43 58	336	3 69
186	149	7,270	48 79	4,576	30 71	549	3 68
189	110	6,587	59 88	4,800	43 64	191	1 74
184	24	3,771	157 12	2,731	113 79	169	7 04
184	96	5,780	60 21	3,838	39 98	273	2 84
188	108	4,430	41 02	3,138	29 06	438	4 06
191	133	7,472	56 18	5,444	40 93	233	1 75
180	122	7,318	59 98	4,092	33 54	349	2 86
184	148	9,096	61 46	6,063	40 97	470	3 18
181	118	14,874	126 05	7,726	65 47	450	3 81
190	109	6,618	60 72	4,007	36 76	359	3 28
188	141	6,914	49 04	4,785	33 94	491	3 48
186	121	6,735	55 66	4,591	37 94	365	3 02
185	83	5,298	63 83	3,851	46 40	249	3 00
190	94	9,278	98 70	5,194	55 26	434	4 62
189	95	6,468	68 08	3,535	37 21	409	4 31
188	82	5,865	71 52	4,376	53 37	129	1 57
192	66	3,699	56 05	2,560	38 79	100	1 52
187	83	6,305	75 96	3,342	40 27	245	2 95
191	15	1,052 ²	70 13	751	50 06	30	2 00
187	97	6,999	72 15	4,600	47 42	212	2 19
182	107	11,953	111 71	7,480	69 91	407	3 80
183	122	5,071	41 57	3,420	28 03	193	1 58
185	110	4,980	45 27	3,825	34 77	386	3 51
186	88	5,954	67 66	4,118	46 80	271	3 08
189	115	9,730	84 61	7,000	60 87	111	97
191	67	3,683	54 97	2,485	37 09	131	1 96
188	42	5,362	127 67	2,788	66 38	264	6 29
180	100	6,049	60 49	4,338	43 38	293	2 93
190	24	2,049	85 38	1,400	58 33	43	1 79
176	119	9,982	83 88	5,954	50 03	477	4 01
185	54	3,642	67 44	2,708	50 15	152	2 81
191	77	4,216	54 75	3,207	41 65	214	2 78
188	107	5,744	53 68	4,074	38 07	293	2 74
192	58	7,175	123 71	3,585	61 81	87	1 50
181	82	5,199	63 40	3,334	40 66	204	2 49
186	63	3,749	59 51	2,855	45 32	92	1 46
187	50	5,520	110 40	3,600	72 00	150	3 00
187	89	5,236	58 83	3,965	44 55	186	2 09
180	48	3,212	66 92	2,325	48 44	130	2 71
183	41	5,412	132 00	4,200	102 44	95	2 32
191	64	3,349	52 33	2,816	44 00	69	1 08
183	87	4,127	47 44	3,294	37 86	261	3 00
187	78	3,825	49 04	3,004	38 51	290	3 72

² Does not include \$2,791 for tuition and transportation of 20 pupils to other high schools.

GROUP III. TOWNS OF LESS THAN 5,000

TOWNS.	Population, State Census, 1915.	Valuation, as of April 1, 1915.	TEACHING STAFF IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — JAN. 1, 1916.			
			Principals.	Supervisors.	Teachers.	Total.
	1	2	3	4	5	6
160 Sharon, . . .	2,468	\$3,997,095	—	1	15	16
161 Wrentham, . . .	2,414	1,605,450	—	3	12	15
162 Groveland, . . .	2,377	1,386,298	—	2	16	18
163 Weston, . . .	2,342	8,710,857	—	2	17	19
164 Groton, . . .	2,333	4,595,237	1	2	16	19
165 Wilmington, . . .	2,330	2,109,711	—	4	18	22
166 Shirley, . . .	2,251	1,387,834	—	3	9	12
167 Charlton, . . .	2,213	1,430,784	—	2	17	19
168 Douglas, . . .	2,179	1,335,060	—	1	14	15
169 Harwich, . . .	2,179	1,817,658	—	1	13	14
170 Avon, . . .	2,164	1,126,528	—	2	14	16
171 Williamsburg, . . .	2,118	1,214,010	2	1	14	17
172 Merrimac, . . .	2,101	1,396,476	1	2	13	16
173 Belchertown, . . .	2,062	1,000,855	1	—	18	19
174 Brookfield, . . .	2,059	1,538,107	1	2	17	20
175 Upton, . . .	2,036	1,307,489	—	1	13	14
176 Wayland, . . .	2,033	3,018,196	—	2	14	16
177 Ashland, . . .	2,005	1,434,985	—	2	12	14
178 Duxbury, . . .	1,921	3,905,044	—	2	13	15
179 Stockbridge, . . .	1,901	4,517,515	—	2	16	18
180 Southborough, . . .	1,898	2,364,784	—	2	12	14
181 Rutland, . . .	1,895	943,170	—	—	8	8
182 Hamilton, . . .	1,879	6,692,140	2	1	15	18
183 Sheffield, . . .	1,862	1,133,365	—	—	17	17
184 Dennis, . . .	1,822	1,506,080	—	1	10	11
185 Townsend, . . .	1,812	1,445,334	—	3	12	15
186 Northborough, . . .	1,797	1,988,242	—	2	10	12
187 Northfield, . . .	1,782	1,510,986	—	2	12	14
188 Marshfield, . . .	1,725	2,801,453	—	1	9	10
189 Carver, . . .	1,701	2,119,850	—	—	11	11
190 Sherborn, . . .	1,696	2,397,878	2	1	10	13
191 Essex, . . .	1,677	1,325,773	—	—	12	12
192 Chatham, . . .	1,667	2,000,580	—	1	11	12
193 Lunenburg, . . .	1,610	1,615,154	—	3	11	14
194 Westminster, . . .	1,594	1,002,925	—	2	13	15
195 Norwell, . . .	1,563	1,384,674	—	1	10	11
196 West Newbury, . . .	1,529	1,115,974	—	2	9	11
197 Sandwich, . . .	1,500	1,525,350	—	2	12	14
198 Shelburne, . . .	1,484	1,961,266	—	1	14	15
199 Millis, . . .	1,442	1,473,059	—	2	11	13
200 Huntington, . . .	1,427	774,305	—	2	10	12
201 Yarmouth, . . .	1,415	2,557,779	—	3	10	13
202 Plainville, . . .	1,408	1,058,460	—	2	9	11
203 Sterling, . . .	1,403	1,370,079	—	2	12	14
204 Nahant, . . .	1,387	8,439,491	1	2	13	16

SCHOOL RETURNS.

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POPULATION AND MAINTAINING HIGH SCHOOLS—*Con.*

PUPILS IN PUBLIC DAY SCHOOLS—KINDERGARTEN, ELEMENTARY, HIGH—YEAR ENDING JUNE 30, 1916.					SCHOOL CENSUS, SEPT. 1, 1915.			
Pupils enrolled.	Aggregate days' at- tendance.	Average daily at- tendance.	Average number of days in session.	Average member- ship.	Persons 5 to 7 years.	Persons 7 to 14 years.	Persons 14 to 16 years.	Illiterates 16 to 21 years.
7	8	9	10	11	12	13	14	15
421	59,807	342	116	399	105	287	74	466
273	40,783	230	177	246	47	173	39	-
474	73,232	427	168	454	82	280	77	-
374	57,258	322	178	343	64	243	75	-
359	53,044	298	178	326	68	215	75	-
560	84,096	451	179	501	73	295	88	-
232	34,100	187	182	211	65	236	64	9
390	49,726	308	160	350	83	264	68	4
403	59,895	343	173	368	79	289	57	57
359	48,516	299	165	325	60	249	40	-
491	72,938	411	177	440	80	321	89	-
455	62,532	356	173	386	57	281	59	-
365	58,323	323	180	354	70	241	98	-
437	62,699	371	169	403	61	291	60	-
401	53,070	319	166	345	66	250	74	-
368	47,664	285	164	310	66	223	66	3
355	55,707	310	177	333	61	226	71	-
352	56,102	311	180	331	60	222	38	-
322	48,305	277	173	294	48	217	52	-
345	53,165	290	183	321	63	207	65	-
367	56,291	319	176	346	57	222	70	-
199	28,059	169	165	184	37	134	36	-
393	59,623	339	180	367	71	253	71	-
380	48,326	267	181	295	57	239	40	-
251	34,543	202	170	221	33	152	45	-
348	52,881	281	172	308	56	227	58	-
308	45,652	268	170	290	52	219	49	-
317	43,654	247	174	277	42	193	41	-
262	37,741	216	174	234	29	165	48	-
222	42,805	171	168	188	18	158	50	-
244	34,947	197	178	214	41	156	29	-
290	41,286	245	174	263	56	173	60	3
247	38,202	220	175	237	46	167	40	-
286	40,132	235	171	262	50	198	43	-
287	39,162	229	171	252	38	161	36	-
269	40,385	214	172	233	48	149	47	-
245	36,313	214	169	231	44	158	36	-
243	37,234	214	174	227	22	150	49	-
316	51,204	278	184	304	30	154	53	-
311	48,835	266	184	290	60	197	50	2
290	41,358	238	173	259	35	181	50	-
261	34,940	210	166	233	33	173	34	-
259	38,422	218	176	235	53	173	49	-
253	35,384	215	165	238	37	168	44	2
272	35,294	205	172	229	51	160	47	-

GROUP III. TOWNS OF LESS THAN 5,000

TOWNS.		ITEMIZED EXPENDITURES FOR SUPPORT OF ALL			
		GENERAL CONTROL.		INSTRUCTION.	
		School committee and business offices.	Superintendents' salaries and office expenses.	Principals' salaries and expenses.	Supervisors' salaries and expenses.
		16	17	18	19
160	Sharon, . . .	\$142 23	\$360 00	\$3,300 00	\$308 50
161	Wrentham, . . .	101 25	635 00	-	391 35
162	Groveland, . . .	159 22	596 04	-	562 05
163	Weston, . . .	746 00	229 11	2,250 00	-
164	Groton, . . .	162 45	1,165 25	1,350 00	718 00
165	Wilmington, . . .	196 32	825 33	1,400 00	1,020 00
166	Shirley, . . .	141 88	481 34	-	350 00
167	Charlton, . . .	202 72	941 39	1,360 00	434 05
168	Douglas, . . .	103 50	845 77	900 00	-
169	Harwich, . . .	149 70	985 36	1,023 75	323 54
170	Avon, . . .	105 50	449 13	1,050 00	-
171	Williamsburg, . . .	225 00	772 00	1,470 00	480 00
172	Merrimac, . . .	1 80	724 72	1,200 00	380 00
173	Belchertown, . . .	85 00	1,080 00	1,200 00	-
174	Brookfield, . . .	172 27	823 22	1,320 07	400 00
175	Upton, . . .	40 25	481 51	-	200 00
176	Wayland, . . .	165 22	841 33	2,405 16	896 68
177	Ashland, . . .	69 26	653 91	-	595 32
178	Duxbury, . . .	153 20	652 47	2,600 00	563 05
179	Stockbridge, . . .	114 50	1,864 92	-	1,099 00
180	Southborough, . . .	311 60	550 12	-	375 00
181	Rutland, . . .	57 75	439 85	-	-
182	Hamilton, . . .	268 86	570 24	2,088 57	240 38
183	Sheffield, . . .	12 75	865 08	-	30 00
184	Dennis, . . .	66 40	497 28	-	420 00
185	Townsend, . . .	23 13	905 00	-	596 70
186	Northborough, . . .	100 00	576 16	-	400 00
187	Northfield, . . .	-	720 00	800 00	280 00
188	Marshfield, . . .	285 21	655 30	2,095 25	199 98
189	Carver, . . .	120 93	653 62	-	-
190	Sherborn, . . .	142 10	410 66	1,747 58	50 00
191	Essex, . . .	58 35	617 82	900 00	225 00
192	Chatham, . . .	242 14	773 68	1,100 00	240 03
193	Lunenburg, . . .	8 73	545 00	-	477 40
194	Westminster, . . .	80 55	689 02	-	461 64
195	Norwell, . . .	75 00	571 47	-	75 00
196	West Newbury, . . .	-	339 99	1,200 00	374 00
197	Sandwich, . . .	63 22	1,023 93	-	400 00
198	Shelburne, . . .	130 61	641 80	-	411 02
199	Millis, . . .	117 05	479 19	1,260 00	329 75
200	Huntington, . . .	109 07	500 04	-	516 00
201	Yarmouth, . . .	370 85	771 67	1,000 00	1,830 00
202	Plainville, . . .	120 00	380 00	-	375 00
203	Sterling, . . .	72 00	745 90	-	425 94
204	Nahant, . . .	35 35	1,064 44	700 00	550 00

POPULATION AND MAINTAINING HIGH SCHOOLS—*Con.*

PUBLIC SCHOOLS—DAY, EVENING, VACATION—YEAR ENDING JUNE 30, 1916.

INSTRUCTION— <i>Con.</i>			OPERATION OF SCHOOL PLANT.		
Teachers' salaries.	Text-books.	Stationery, supplies and other expenses of instruction.	Janitor service.	Fuel.	Miscellaneous expenses of operation.
20	21	22	23	24	25
\$7,508 50	\$325 51	\$581 12	\$1,210 00	\$50 50	\$147 55
7,019 65	476 34	308 34	758 40	940 23	96 69
8,012 00	595 75	605 36	827 86	1,035 26	147 65
12,574 77	663 54	1,263 76	1,469 17	1,893 26	672 69
8,290 00	495 35	710 51	1,534 25	1,232 87	435 72
9,190 00	348 57	1,066 98	1,588 00	1,311 32	252 87
4,877 00	148 88	277 27	548 00	90 75	66 02
5,159 60	296 75	472 63	322 90	461 25	88 80
5,756 30	834 15	33 75	802 10	196 25	4 88
5,186 75	99 14	356 39	611 25	393 59	170 59
6,710 12	379 16	373 66	826 00	30 00	229 22
6,026 00	290 07	291 88	792 00	990 38	410 10
5,732 50	388 26	299 05	710 00	489 60	45 95
6,254 00	317 00	250 49	420 41	569 42	150 15
6,664 20	391 92	399 38	673 10	600 58	20 00
5,106 50	284 01	310 56	660 00	843 19	53 34
7,350 00	371 20	574 25	1,000 00	988 54	243 11
6,889 50	404 46	711 35	599 94	739 20	60 15
4,675 00	255 59	349 06	900 00	655 12	129 85
10,632 66	207 69	706 71	2,182 65	1,649 98	332 59
8,571 84	433 56	601 32	1,402 11	1,051 24	288 69
3,949 30	230 43	178 87	392 50	255 07	20 25
7,620 91	363 62	908 35	870 00	782 57	378 63
7,156 72	217 64	389 84	436 37	819 78	203 68
5,671 75	260 00	437 97	426 00	310 48	100 80
6,258 03	316 04	176 27	652 90	370 88	219 72
5,987 08	385 17	459 46	581 00	743 99	93 00
4,993 00	304 75	295 98	592 58	867 14	43 26
2,476 00	543 30	187 35	204 50	322 54	138 75
5,706 53	192 19	247 51	406 45	346 18	—
4,013 90	82 00	473 75	716 50	898 83	—
4,830 21	115 69	300 97	414 76	884 50	14 24
4,446 52	233 78	248 92	787 50	488 15	67 96
5,898 00	288 96	380 19	405 50	356 19	214 03
6,184 00	165 57	263 72	546 00	569 13	80 75
4,801 00	145 54	127 30	491 00	203 63	202 83
4,255 90	444 99	1,070 45	838 22	401 84	—
6,410 86	448 40	360 31	560 15	151 20	313 14
8,346 45	669 78	914 06	873 75	768 36	311 47
4,878 61	324 24	580 34	717 00	618 39	92 59
5,344 20	178 90	258 48	511 00	1,197 55	588 73
5,022 45	478 52	1,054 14	615 06	389 25	129 67
5,575 00	280 48	450 17	780 00	750 00	225 20
5,474 40	174 28	163 77	173 50	348 36	44 68
7,215 19	290 86	594 15	815 00	689 65	240 85

GROUP III. TOWNS OF LESS THAN 5,000

	TOWNS.	ITEMIZED EXPENDITURES FOR SUPPORT OF ALL PUBLIC YEAR ENDING			
		Repairs, replacement, and upkeep.	Libraries.	Promotion of health.	Transportation.
		26	27	28	29
160	Sharon,	\$1,287 04	-	\$25 00	\$2,325 00
161	Wrentham,	369 37	-	63 95	1,597 00
162	Groveland,	665 34	-	50 00	-
163	Weston,	1,316 90	-	600 00	6,479 12
164	Groton,	656 29	-	89 67	1,630 00
165	Wilmington,	1,251 69	-	100 00	50 00
166	Shirley,	74 08	-	50 00	1,769 60
167	Charlton,	308 79	-	14 25	460 75
168	Douglas,	450 00	-	50 00	1,096 50
169	Harwich,	379 07	-	50 00	1,309 83
170	Avon,	270 64	-	80 00	195 00
171	Williamsburg,	331 41	-	-	788 00
172	Merrimac,	653 49	-	50 00	988 25
173	Belchertown,	222 32	-	25 00	950 25
174	Brookfield,	609 95	-	50 00	142 50
175	Upton,	527 23	\$1 46	15 00	1,439 12
176	Wayland,	408 52	-	50 00	3,151 80
177	Ashland,	179 88	-	12 00	1,196 00
178	Duxbury,	753 14	-	75 00	1,595 60
179	Stockbridge,	564 39	-	324 20	2,115 90
180	Southborough,	372 54	-	200 00	2,240 64
181	Rutland,	197 15	-	50 00	1,640 75
182	Hamilton,	489 47	-	100 00	703 90
183	Sheffield,	589 94	-	50 00	207 00
184	Dennis,	1,400 00	-	73 40	1,121 75
185	Townsend,	612 85	-	50 00	2,386 66
186	Northborough,	487 01	-	97 30	1,994 20
187	Northfield,	1,053 47	-	-	1,108 60
188	Marshfield,	424 46	-	79 50	3,394 64
189	Carver,	473 76	-	56 00	1,368 26
190	Sherborn,	545 25	-	-	2,014 00
191	Essex,	780 80	-	25 00	482 02
192	Chatham,	396 48	1 10	50 00	577 26
193	Lunenburg,	508 26	-	16 75	720 15
194	Westminster,	113 60	-	-	1,541 75
195	Norwell,	152 17	-	-	2,664 00
196	West Newbury,	360 32	-	-	1,604 00
197	Sandwich,	456 89	-	-	245 25
198	Shelburne,	722 83	-	50 00	591 50
199	Millis,	181 74	145 85	50 00	1,022 10
200	Huntington,	148 95	-	25 00	690 50
201	Yarmouth,	237 39	-	52 00	1,669 00
202	Plainville,	50 00	-	25 00	1,197 00
203	Sterling,	181 77	-	50 00	1,237 67
204	Nahant,	423 07	30 71	204 00	320 85

POPULATION AND MAINTAINING HIGH SCHOOLS — *Con.*

SCHOOLS — DAY, EVENING, VACATION — JUNE 30, 1916 — <i>Con.</i>		EXPENDITURES FOR OUTLAY, YEAR ENDING JUNE 30, 1916.		
Miscellaneous etc.).	Total for support.	New grounds, buildings and alterations.	New equipment.	Total for outlay.
30	31	32	33	34
\$581 72	\$18,152 67	-	\$164 65	\$164 65
57 15	12,814 72	-	-	-
123 85	13,380 38	-	559 94	559 94
744 25	30,902 57	\$730 50	950 96	1,681 46
118 28	18,588 64	-	1,198 66	1,198 66
-	18,601 08	1,870 78	622 08	2,492 86
22 75	8,897 57	250 00	-	250 00
127 82	10,651 70	-	-	-
-	11,073 20	-	2 00	2 00
78 00	11,116 96	-	-	-
58 65	10,757 08	-	47 20	47 20
-	12,866 84	-	152 55	152 55
259 25	11,922 87	-	-	-
-	11,524 04	-	-	-
-	12,267 19	-	-	-
4 20	9,966 37	-	63 42	63 42
159 69	18,605 50	2,240 00	70 00	2,310 00
354 13	12,465 10	-	224 68	224 68
100 00	13,457 08	-	-	-
824 08	22,619 27	255 50	21 00	276 50
106 72	16,505 38	-	-	-
-	7,411 92	-	-	-
32 51	15,418 01	-	132 16	132 16
-	10,978 80	-	-	-
10 55	10,796 38	-	187 54	187 54
209 74	12,777 92	-	-	-
283 20	12,187 57	-	-	-
159 18	11,217 96	-	-	-
-	11,006 78	-	-	-
-	9,571 43	-	-	-
-	11,094 57	-	70 32	70 32
197 90	9,847 26	-	-	-
-	9,653 52	1,987 00	-	1,987 00
117 00	9,936 16	567 00	-	567 00
178 66	10,874 39	-	-	-
-	9,508 94	-	-	-
-	10,889 71	-	-	-
-	10,438 35	-	-	-
253 90	14,685 53	68 65	233 91	302 56
117 56	10,914 41	-	40 65	40 65
-	10,068 42	-	-	-
42 00	13,662 00	747 84	250 00	997 84
-	10,207 85	-	-	-
84 70	9,176 97	-	-	-
1,440 00	14,614 12	50,100 00	127 58	50,227 58

GROUP III. TOWNS OF LESS THAN 5,000

	TOWNS.	TOTAL EXPENDITURE FOR SUPPORT OF ALL PUBLIC SCHOOLS —					
		FROM LOCAL TAXATION.			FROM STATE (INCLUDING INCOME FROM MASSACHUSETTS SCHOOL FUND).		
		Amount.	Per pupil in average membership.	Rank.	Amount.	Per pupil in average membership.	Rank.
		35	36	37	38	39	40
160	Sharon, . . .	\$18,339 40	\$45 96	43	\$56 25	\$0 14	248
161	Wrentham, . . .	10,030 00	40 77	76	1,815 61	7 38	134
162	Groveland, . . .	10,786 17	23 76	307	1,679 40	3 70	178
163	Weston, . . .	29,297 04	85 41	2	—	—	—
164	Groton, . . .	17,359 98	53 25	24	—	—	—
165	Wilmington, . . .	16,609 40	33 15	175	2,165 07	—	—
166	Shirley, . . .	7,224 68	34 24	155	1,748 11	8 28	124
167	Charlton, . . .	8,578 47	24 51	296	2,099 05	6 00	152
168	Douglas, . . .	8,656 20	23 52	310	2,286 82	6 21	147
169	Harwich, . . .	9,080 71	27 94	254	1,588 86	4 89	159
170	Avon, . . .	9,058 35	20 59	329	2,012 16	4 57	163
171	Williamsburg, . . .	8,639 76	22 38	319	2,731 95	7 08	137
172	Merrimac, . . .	10,772 26	30 43	218	1,481 37	4 19	171
173	Belchertown, . . .	7,763 92	19 27	340	2,609 83	6 48	143
174	Brookfield, . . .	10,124 53	29 35	229	1,667 12	4 83	160
175	Upton, . . .	8,357 02	26 96	268	1,367 11	4 41	165
176	Wayland, . . .	17,453 59	52 41	27	1,044 12	3 14	185
177	Ashland, . . .	10,077 68	30 45	216	2,058 42	6 22	146
178	Duxbury, . . .	13,430 90	45 68	46	125 00	43	221
179	Stockbridge, . . .	20,728 41	64 57	9	—	—	—
180	Southborough, . . .	14,819 79	42 83	65	2,476 48	7 16	135
181	Rutland, . . .	5,132 65	27 89	255	2,118 73	11 51	99
182	Hamilton, . . .	15,823 36	43 12	62	17 50	05	278
183	Sheffield, . . .	8,022 61	27 20	265	2,328 82	7 89	129
184	Dennis, . . .	8,247 34	37 32	111	1,546 62	7 00	138
185	Townsend, . . .	10,310 67	33 48	169	1,604 73	5 21	157
186	Northborough, . . .	9,942 47	34 28	154	2,214 76	7 64	132
187	Northfield, . . .	7,672 86	27 70	258	1,964 62	7 09	136
188	Marshfield, . . .	10,477 97	44 78	51	416 66	1 78	198
189	Carver, . . .	7,903 88	42 04	69	1,054 50	5 61	154
190	Sherborn, . . .	8,331 38	38 93	90	1,135 61	5 31	156
191	Essex, . . .	7,254 33	27 58	260	1,833 77	6 97	139
192	Chatham, . . .	7,818 56	32 99	176	1,439 55	6 07	149
193	Lunenburg, . . .	8,115 38	30 97	208	1,678 29	6 41	145
194	Westminster, . . .	7,377 49	29 28	231	2,116 28	8 40	122
195	Norwell, . . .	7,483 88	32 12	190	2,398 65	10 29	107
196	West Newbury, . . .	8,324 03	36 03	127	2,132 82	9 23	116
197	Sandwich, . . .	8,793 13	38 74	93	1,984 12	8 74	118
198	Shelburne, . . .	8,790 78	28 92	235	1,861 32	6 12	148
199	Millis, . . .	7,798 18	26 89	269	1,579 79	5 45	155
200	Huntington, . . .	6,600 00	25 48	288	2,245 48	8 67	120
201	Yarmouth, . . .	13,059 40	56 05	17	522 00	2 24	195
202	Plainville, . . .	8,455 00	35 98	129	1,519 14	6 46	144
203	Sterling, . . .	6,221 76	26 14	280	1,921 61	8 07	126
204	Nahant, . . .	13,106 17	57 23	15	—	—	—

POPULATION AND MAINTAINING HIGH SCHOOLS—*Con.*

DAY, EVENING, VACATION—YEAR ENDING DEC. 31, 1915.				INCOME FROM MASSACHUSETTS SCHOOL FUND.	
Amount from other sources.	FROM ALL SOURCES.			Paid to town Jan. 25, 1915.	Balance unexpended, Dec. 31, 1915.
	Amount.	Per pupil in average membership.	Rank.		
41	42	43	44	45	46
\$461 80	\$18,857 45	\$47 26	248	-	-
57 55	11,903 16	48 39	106	\$921 61	-
80 51	12,546 08	27 63	341	1,178 82	-
-	29,297 04	85 41	10	-	-
7 50	17,367 48	53 27	79	-	-
-	18,774 47	43 21	153	1,178 82	-
527 39	9,500 18	45 02	136	921 61	-
40 40	10,717 92	30 62	312	921 62	-
219 46	11,162 48	30 33	315	1,178 82	-
106 00	10,775 57	33 16	291	921 62	-
67 00	11,137 51	25 31	348	1,178 83	-
1,470 21	12,841 92	33 27	289	921 61	-
413 00	12,666 63	35 78	251	921 62	-
527 45	10,901 20	27 05	343	1,328 83	-
97 43	11,889 08	34 46	273	921 62	-
35 50	9,759 63	31 48	304	921 61	-
60 00	18,557 71	55 73	65	-	-
-	12,136 10	36 66	231	921 62	-
8 42	13,564 32	46 14	125	-	-
668 62	21,397 03	66 66	35	-	-
-	17,296 27	49 99	97	1,103 82	-
126 00	7,377 38	40 09	181	1,071 62	-
70 46	15,911 32	43 36	152	-	-
12 04	10,363 47	35 13	262	1,178 82	-
150 00	9,943 96	45 00	138	921 62	-
522 37	12,437 77	40 38	177	921 61	\$219 99
40 00	12,197 23	42 06	162	1,178 82	-
545 91	10,183 39	36 76	229	921 62	-
-	10,894 63	46 56	122	-	-
704 40	9,662 78	51 40	91	692 30	12 80
1,067 92	10,534 91	49 23	101	846 61	-
43 00	9,131 10	34 72	269	921 62	-
-	9,258 11	39 06	196	921 62	-
9 52	9,803 19	37 42	219	767 29	-
157 30	9,651 07	38 30	210	1,071 61	-
-	9,882 53	42 41	159	1,178 82	-
-	10,456 85	45 27	131	1,178 82	683 36
-	10,777 25	47 48	113	921 62	-
500 00	11,152 10	36 68	148	921 61	5 53
22 80	9,400 77	32 42	296	767 29	-
586 00	9,431 48	36 41	237	1,328 82	-
1,100 00	14,681 40	63 01	44	-	-
85 79	10,059 93	42 81	157	921 62	2 48
855 50	8,998 87	37 81	216	921 61	-
-	13,106 17	57 23	58	-	-

GROUP III. TOWNS OF LESS THAN 5,000

TOWNS.	VALUATION OF 1915 PER PUPIL IN AVERAGE MEMBERSHIP, YEAR ENDING JUNE 30, 1916.		EXPENDITURE PER \$1,000 VALUATION FOR SCHOOL SUPPORT FROM LOCAL TAXATION, YEAR ENDING DEC. 31, 1915.		RATE OF TOTAL TAX PER \$1,000 VALUATION, 1915.	
	Amount.	Rank.	Amount.	Rank.	Amount.	Rank.
	47	48	49	50	51	52
160 Sharon,	\$10,018	51	\$4 59	256	\$17 50	221
161 Wrentham,	6,526	135	6 25	125	20 70	105
162 Groveland,	3,054	337	7 78	38	22 20	57
163 Weston,	25,396	10	3 36	324	12 50	325
164 Groton,	14,096	26	3 78	302	13 00	320
165 Wilmington,	4,210	271	7 87	35	21 60	75
166 Shirley,	6,577	130	5 21	199	18 10	193
167 Charlton,	4,088	283	6 00	146	15 00	285
168 Douglas,	3,628	314	6 48	108	15 60	273
169 Harwich,	5,593	176	5 00	220	17 00	231
170 Avon,	2,560	348	8 04	29	24 00	18
171 Williamsburg,	3,145	335	7 12	69	22 00	63
172 Merrimac,	3,945	290	7 71	42	24 00	19
173 Belchertown,	2,483	350	7 76	40	22 00	64
174 Brookfield,	4,458	258	6 58	104	20 00	127
175 Upton,	4,218	270	6 39	111	18 40	188
176 Wayland,	9,064	62	5 78	159	19 50	152
177 Ashland,	4,335	267	7 02	79	19 70	144
178 Duxbury,	13,282	28	3 44	317	16 00	259
179 Stockbridge,	14,073	27	4 59	257	19 60	147
180 Southborough,	6,835	121	6 27	121	16 50	249
181 Rutland,	5,126	203	5 44	184	20 00	128
182 Hamilton,	18,235	21	2 36	339	11 40	336
183 Sheffield,	3,842	298	7 08	72	16 50	248
184 Dennis,	6,815	122	5 60	170	20 00	129
185 Townsend,	4,693	237	7 13	68	18 80	173
186 Northborough,	6,856	119	5 00	221	14 00	303
187 Northfield,	5,455	185	5 08	210	21 60	76
188 Marshfield,	11,972	35	3 74	306	16 50	250
189 Carver,	11,276	38	3 73	307	17 00	232
190 Sherborn,	11,205	40	3 47	315	9 80	346
191 Essex,	5,041	211	5 47	181	18 00	204
192 Chatham,	8,441	79	3 91	296	12 30	327
193 Lunenburg,	6,165	151	5 02	215	16 70	243
194 Westminster,	3,980	289	7 36	59	21 20	87
195 Norwell,	5,943	156	5 40	186	19 20	159
196 West Newbury,	4,831	228	7 46	54	15 50	275
197 Sandwich,	6,720	125	5 76	161	17 80	214
198 Shelburne,	6,452	136	4 48	268	15 00	286
199 Millis,	5,080	210	5 29	195	23 10	33
200 Huntington,	2,990	339	8 52	17	23 00	37
201 Yarmouth,	10,978	43	5 11	207	16 40	253
202 Plainville,	4,504	255	7 99	32	22 30	52
203 Sterling,	5,757	170	4 54	263	16 00	260
204 Nahant,	36,854	4	1 55	350	12 00	329

SCHOOL RETURNS.

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POPULATION AND MAINTAINING HIGH SCHOOLS—*Con.*

PUBLIC DAY ELEMENTARY SCHOOLS, YEAR ENDING JUNE 30, 1916.

Principals and teachers.	Average number of days in session.	Average membership.	EXPENDITURE FOR SUPPORT, EXCLUSIVE OF GENERAL CONTROL.		EXPENDITURE FOR SALARIES AND EXPENSES OF PRINCIPALS AND SUPERVISORS, AND FOR SALARIES OF TEACHERS.		EXPENDITURE FOR TEXT-BOOKS.	
			Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.
53	54	55	56	57	58	59	60	61
10	174	324	\$11,565	\$35 69	\$6,747	\$20 82	\$141	\$0 44
9	175	193	8,345	43 24	4,951	25 65	250	1 30
11	166	353	7,833	22 19	5,174	14 66	265	75
12	178	263	17,180	65 32	7,704	29 29	424	1 61
12	178	258	10,605	41 10	5,972	23 15	288	1 12
13	178	396	11,225	28 35	7,360	18 59	157	40
6	180	179	5,593	31 25	3,232	18 06	46	26
15	158	318	7,603	23 91	5,503	17 31	164	52
12	172	346	8,291	23 96	5,122	14 80	718	2 08
10	163	266	6,938	26 08	4,477	16 83	30	11
9	175	353	6,619	18 75	4,877	13 82	125	35
13	171	319	8,852	27 75	5,876	18 42	195	61
9	179	273	7,005	25 66	4,430	16 23	294	1 08
16	167	357	6,934	19 42	4,974	13 93	200	56
14	165	299	7,805	26 10	5,914	19 78	182	61
10	163	250	6,155	24 62	3,397	13 59	72	29
10	176	266	11,728	44 09	6,747	25 36	103	39
8	177	268	7,220	26 94	4,291	16 01	193	72
10	172	243	9,321	38 36	5,344	21 99	200	82
11	183	247	12,882	52 15	7,117	28 81	49	20
8	174	279	10,582	37 93	5,497	19 70	188	67
5	161	149	4,446	29 84	1,910	12 82	201	1 35
10	174	290	8,248	28 44	5,965	20 57	207	71
14	181	252	7,411	29 41	5,222	20 72	167	66
7	167	172	5,539	32 20	3,839	22 32	85	49
9	168	241	8,815	36 58	4,385	18 20	241	1 00
7	166	232	7,625	32 87	3,907	16 84	255	1 10
9	171	194	6,433	33 16	3,538	18 24	107	55
7	173	180	7,635	42 41	3,315	18 42	295	1 64
9	168	165	5,762	34 92	4,096	24 82	122	1 13
8	175	183	6,930	37 87	3,464	18 93	62	34
8	163	208	5,137	24 70	3,667	17 63	22	11
8	173	186	5,417	29 12	3,557	19 12	68	37
8	167	220	6,728	30 58	4,180	19 00	193	88
10	167	197	7,093	36 01	4,356	22 11	70	36
7	168	177	5,341	30 18	2,786	15 74	52	29
6	167	201	7,445	37 04	3,486	17 34	325	1 62
9	170	180	6,237	34 65	4,611	25 62	333	1 85
8	179	169	6,359	37 63	4,034	23 87	174	1 03
7	181	234	5,592	23 90	3,558	15 21	121	52
7	168	222	6,500	29 28	3,893	17 54	143	64
7	164	184	7,926	43 08	5,317	28 90	265	1 44
6	174	195	6,457	33 11	3,425	17 56	180	92
9	160	195	5,598	28 71	3,625	18 59	66	34
10	172	209	8,855	42 37	6,155	29 45	228	1 09

GROUP III. TOWNS OF LESS THAN 5,000

	TOWNS.	EVENING AND VACATION SCHOOLS, YEAR ENDING JUNE 30, 1916.		PUBLIC DAY HIGH			
		Expenditure for support of even- ing schools, ex- clusive of gen- eral control.	Expenditure for support of va- cation schools, exclusive of general control.	Number of high schools.	Principals and teachers.	Pupils enrolled.	Aggregate days' attendance.
		62	63	64	65	66	67
160	Sharon, . . .	-	-	1	5	81	12,310
161	Wrentham, . . .	-	-	1	3	57	9,380
162	Groveland, . . .	-	-	1	5	108	18,550
163	Weston, . . .	-	-	1	5	83	13,564
164	Groton, . . .	-	-	1	5	79	11,334
165	Wilmington, . . .	-	-	1	5	120	18,535
166	Shirley, . . .	-	-	1	3	33	5,771
167	Charlton, . . .	-	-	1	2	34	5,331
168	Douglas, . . .	-	\$20	1	2	25	4,011
169	Harwich, . . .	-	-	1	3	63	10,248
170	Avon, . . .	-	-	1	5	98	15,690
171	Williamsburg, . . .	-	-	1	3	78	11,818
172	Merrimac, . . .	-	-	1	5	91	14,174
173	Belchertown, . . .	-	-	1	3	53	7,939
174	Brookfield, . . .	-	-	1	4	54	7,389
175	Upton, . . .	-	-	1	3	73	10,371
176	Wayland, . . .	-	-	1	4	70	11,838
177	Ashland, . . .	-	-	1	4	70	11,361
178	Duxbury, . . .	-	-	1	3	54	8,932
179	Stockbridge, . . .	-	-	1	5	79	12,675
180	Southborough, . . .	-	-	1	4	72	12,169
181	Rutland, . . .	-	-	1	3	42	6,139
182	Hamilton, . . .	-	-	1	6	85	13,203
183	Sheffield, . . .	-	-	1	3	48	7,104
184	Dennis, . . .	-	-	1	3	54	8,358
185	Townsend, . . .	-	-	1	3	74	11,799
186	Northborough, . . .	-	-	1	3	60	10,196
187	Northfield, . . .	-	-	1	3	97	14,668
188	Marshfield, . . .	-	-	1	2	59	9,121
189	Carver, . . .	-	-	1	2	26	3,901
190	Sherborn, . . .	-	-	1	4	37	5,544
191	Essex, . . .	-	-	1	4	62	9,792
192	Chatham, . . .	-	-	1	3	57	8,825
193	Lunenburg, . . .	-	-	1	3	53	7,942
194	Westminster, . . .	-	-	1	3	57	9,378
195	Norwell, . . .	-	-	1	3	66	9,096
196	West Newbury, . . .	-	-	1	3	32	5,410
197	Sandwich, . . .	-	-	1	3	50	8,410
198	Shelburne, . . .	-	-	1	6	140	24,376
199	Millis, . . .	-	-	1	4	62	9,867
200	Huntington, . . .	-	-	1	3	47	6,540
201	Yarmouth, . . .	-	-	1	3	51	8,108
202	Plainville, . . .	-	-	1	3	44	7,202
203	Sterling, . . .	-	-	1	3	45	7,383
204	Nahant, . . .	-	-	1	4	25	3,113

SCHOOL RETURNS.

lxv

POPULATION AND MAINTAINING HIGH SCHOOLS — *Con.*

SCHOOLS, YEAR ENDING JUNE 30, 1916.

Days in session.	Average membership.	EXPENDITURE FOR SUPPORT, EXCLUSIVE OF GENERAL CONTROL.		EXPENDITURE FOR SALARIES AND EXPENSES OF PRINCIPALS AND SUPERVISORS, AND FOR SALARIES OF TEACHERS.		EXPENDITURE FOR TEXT-BOOKS.	
		Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.
68	69	70	71	72	73	74	75
176	75	\$6,085	\$81 13	\$4,370	\$58 27	\$184	\$2 45
186	53	3,733	70 43	2,460	46 42	226	4 26
190	101	4,792	47 45	3,400	33 66	331	3 28
179	80	12,748	159 35	7,120	89 00	240	3 00
179	68	6,656	97 88	4,386	64 50	208	3 06
187	104	6,354	61 10	4,250	40 87	191	1 84
192	32	2,682	83 81	1,995	62 34	103	3 22
183	32	1,905	59 53	1,451	45 34	133	4 16
191	22	1,813	82 41	1,514	68 82	117	5 32
191	59	3,044	51 59	2,058	34 88	69	1 17
188	87	3,583	41 18	2,883	33 14	254	2 92
190	67	3,017	45 03	2,100	31 34	95	1 42
187	81	4,191	51 74	2,883	35 59	94	1 16
189	46	3,425	74 46	2,481	53 93	117	2 54
179	46	3,467	75 37	2,470	53 70	210	4 57
185	60	3,290	54 83	1,910	31 83	212	3 53
187	67	5,871	87 63	3,905	58 28	268	4 00
187	63	4,521	71 76	3,194	50 70	212	3 37
184	51	3,330	65 29	2,494	48 90	56	1 10
184	74	7,758	104 84	4,614	62 35	159	2 15
184	67	5,061	75 54	3,450	51 49	246	3 67
186	35	2,468	70 51	2,039	58 26	30	86
185	77	6,331	82 22	3,985	51 75	157	2 04
182	43	2,689	62 53	1,965	45 70	51	1 19
184	49	4,694	95 80	2,253	45 98	175	3 57
187	67	3,055	45 60	2,469	36 85	75	1 12
186	58	3,887	67 02	2,480	42 76	130	2 24
190	83	4,065	48 98	2,535	30 54	198	2 39
182	54	2,432	45 04	1,456	26 96	248	4 59
176	23	3,035	131 96	1,611	70 04	71	3 09
189	31	3,612	116 52	2,347	75 71	20	65
184	55	4,034	73 35	2,289	41 62	93	1 69
187	51	3,221	63 16	2,230	43 72	166	3 26
189	42	2,654	63 19	2,195	52 26	96	2 29
184	55	3,012	54 76	2,290	41 64	96	1 75
176	56	3,522	62 89	2,090	37 32	94	1 68
186	30	3,105	103 50	2,344	78 13	120	4 00
187	47	3,110	66 17	2,260	46 81	116	2 47
189	135	7,555	55 96	4,723	34 99	495	3 67
190	56	4,726	84 39	2,910	51 96	203	3 63
190	37	2,959	79 97	1,967	53 16	36	97
176	49	4,593	93 73	2,535	51 73	214	4 37
187	40	3,251	81 28	2,525	63 13	100	2 50
185	43	2,761	64 21	2,275	52 91	108	2 51
172	20	3,068 ¹	153 20	2,310	115 50	63	3 15

¹ Does not include \$1,591 for tuition and transportation of 15 pupils to other high schools.

GROUP III. TOWNS OF LESS THAN 5,000

	TOWNS.	Population, State Census, 1915.	Valuation, as of April 1, 1915.	TEACHING STAFF IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — JAN. 1, 1916.			
				Principals.	Supervisors.	Teachers.	Total.
		1	2	3	4	5	6
205	Chester, . . .	1,344	\$854,481	—	2	15	17
206	Pembroke, . . .	1,337	1,246,735	—	2	10	12
207	Tisbury, . . .	1,324	2,158,536	1	1	10	12
208	West Boylston, . . .	1,318	1,029,610	—	3	10	13
209	Edgartown, . . .	1,276	1,429,475	2	1	7	10
210	Oak Bluffs, . . .	1,245	2,004,325	1	—	8	9
211	Littleton, . . .	1,228	1,266,194	—	4	9	13
212	Conway, . . .	1,220	836,230	2	—	11	13
213	Sudbury, . . .	1,206	1,615,970	—	2	9	11
214	Topsfield, . . .	1,173	4,294,828	—	—	8	8
215	Orleans, . . .	1,166	4,830,613	—	1	7	8
216	Stow, . . .	1,127	1,476,537	—	3	8	11
217	New Marlborough, . . .	1,030	894,885	—	—	13	13
218	Dover, . . .	999	8,274,936	—	3	8	11
219	Ashfield, . . .	994	913,101	—	1	12	13
220	Charlemont, . . .	977	609,700	1	1	12	14
221	Wellfleet, . . .	936	856,895	—	—	6	6
222	Brimfield, . . .	934	657,691	—	2	10	12
223	Mendon, . . .	933	742,305	—	1	7	8
224	Ashby, . . .	922	790,021	—	2	6	8
225	Granby, . . .	828	748,157	—	1	7	8
226	Princeton, . . .	800	1,415,147	—	3	8	11
227	Bernardston, . . .	790	594,783	—	1	8	9
228	Brewster, . . .	783	883,995	—	2	5	7
229	Bolton, . . .	768	782,831	—	2	6	8
230	Petersham, . . .	727	1,040,642	—	1	8	9
231	New Salem, . . .	625	397,950	—	—	9	9
	Totals, . . .	263,408	\$338,274,045	40	197	1,724	1,961

POPULATION AND MAINTAINING HIGH SCHOOLS — *Con.*

PUPILS IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — YEAR ENDING JUNE 30, 1916.					SCHOOL CENSUS, SEPT. 1, 1915.			
Pupils enrolled.	Aggregate days' at- tendance.	Average daily at- tendance.	Average number of days in session.	Average member- ship.	Persons 5 to 7 years.	Persons 7 to 14 years.	Persons 14 to 16 years.	Illiterates 16 to 21 years.
7	8	9	10	11	12	13	14	15
345	46,702	275	168	300	46	216	44	—
235	35,711	192	185	209	38	151	53	—
264	38,428	227	170	246	53	135	41	1
248	38,212	219	174	233	51	159	46	6
212	29,288	176	166	195	41	140	31	1
241	31,038	192	161	216	51	147	19	2
238	35,438	208	170	219	34	153	35	—
228	32,778	190	170	209	35	154	36	—
193	34,570	179	177	191	32	133	26	—
189	28,114	150	184	172	37	110	27	—
193	28,980	166	178	181	20	112	36	—
242	35,552	195	182	208	33	147	45	—
217	27,073	158	171	183	30	136	27	1
146	19,998	113	178	124	27	117	30	—
187	28,117	168	168	178	25	103	36	—
176	24,575	143	172	155	21	102	36	—
173	26,508	147	180	162	28	97	26	15
195	30,586	169	180	186	19	116	29	—
170	24,162	140	173	161	28	120	30	—
178	24,784	147	169	160	45	107	25	—
139	18,360	107	172	121	22	107	22	—
151	20,811	123	169	131	29	98	22	1
172	23,978	146	164	159	21	101	28	—
113	17,026	100	170	108	27	81	18	—
101	13,695	81	169	92	20	80	28	—
153	20,895	116	180	129	19	97	31	—
122	17,434	106	164	110	18	84	14	—
47,115	7,020,842	39,763	177	43,189	8,580	31,321	7,702	1,018

GROUP III. TOWNS OF LESS THAN 5,000

	TOWNS.	ITEMIZED EXPENDITURES FOR SUPPORT OF ALL			
		GENERAL CONTROL.		INSTRUCTION.	
		School committee and business offices.	Superintendents' salaries and office expenses.	Principals' salaries and expenses.	Supervisors' salaries and expenses.
		16	17	18	19
205	Chester, . . .	\$25 00	\$1,001 72	-	\$400 00
206	Pembroke, . . .	105 65	521 42	-	770 00
207	Tisbury, . . .	78 55	584 85	\$1,288 00	556 00
208	West Boylston, . . .	188 20	653 52	-	608 00
209	Edgartown, . . .	140 64	460 24	2,008 31	514 13
210	Oak Bluffs, . . .	82 50	551 28	1,213 00	33 00
211	Littleton, . . .	37 52	440 86	-	506 15
212	Conway, . . .	-	388 34	1,421 00	-
213	Sudbury, . . .	131 73	503 35	1,001 80	420 00
214	Topsfield, . . .	60 00	305 35	1,300 00	295 00
215	Orleans, . . .	209 40	502 60	1,400 00	184 93
216	Stow, . . .	101 81	597 15	1,200 00	450 00
217	New Marlborough, . . .	61 00	608 00	-	-
218	Dover, . . .	318 19	351 14	2,450 00	722 50
219	Ashfield, . . .	-	660 00	-	133 00
220	Charlemont, . . .	208 56	553 20	1,100 00	100 00
221	Wellfleet, . . .	95 00	271 70	-	-
222	Brimfield, . . .	108 55	844 80	-	230 00
223	Mendon, . . .	21 75	629 71	-	-
224	Ashby, . . .	3 00	365 50	-	265 66
225	Granby, . . .	123 50	380 81	850 00	290 50
226	Princeton, . . .	5 19	347 18	-	271 50
227	Bernardston, . . .	88 00	375 75	-	113 00
228	Brewster, . . .	100 00	424 70	-	395 00
229	Bolton, . . .	277 61	395 67	850 00	220 00
230	Petersham, . . .	85 00	316 70	1,000 00	-
231	New Salem, . . .	71 47	687 15	-	-
	Totals, . . .	\$15,773 51	\$91,187 64	\$103,410 10	\$56,996 80

POPULATION AND MAINTAINING HIGH SCHOOLS — *Con.*

PUBLIC SCHOOLS — DAY, EVENING, VACATION — YEAR ENDING JUNE 30, 1916.

INSTRUCTION — <i>Con.</i>			OPERATION OF SCHOOL PLANT.		
Teachers' salaries.	Text-books.	Stationery, supplies and other expenses of instruction.	Janitor service.	Fuel.	Miscellaneous expenses of operation.
20	21	22	23	24	25
\$7,331 01	\$197 80	\$598 47	\$532 00	\$121 95	-
4,863 45	263 23	212 41	365 23	429 80	\$74 31
5,600 00	523 81	430 74	570 22	524 11	96 81
5,918 55	98 05	318 50	799 00	348 20	146 39
3,258 25	266 66	368 88	471 05	503 24	82 47
4,813 96	225 84	337 80	450 00	316 04	104 52
4,998 00	140 55	415 95	493 25	155 84	92 13
3,001 50	183 47	348 65	488 88	574 20	112 90
3,824 73	143 68	237 57	542 00	338 25	121 32
4,180 00	155 19	313 57	505 00	186 47	43 78
3,857 50	237 59	435 37	738 75	603 01	50 76
3,678 50	337 92	349 75	207 50	458 21	23 70
4,793 10	196 13	314 88	174 05	393 02	-
4,150 00	181 25	419 72	604 80	324 34	121 19
5,318 60	-	548 35	183 28	86 00	85 61
4,037 00	253 23	361 87	350 75	146 92	81 10
3,517 00	200 00	162 43	101 00	121 78	97 86
7,286 50	344 16	338 74	688 69	718 91	95 67
3,509 00	163 97	89 98	392 05	482 42	19 48
3,272 00	168 35	253 37	309 05	294 94	100 90
2,714 60	153 68	95 36	257 50	249 67	47 50
3,716 50	8 61	217 27	502 50	625 55	13 39
3,835 83	265 13	185 26	287 04	327 90	37 97
3,099 96	296 72	106 08	200 00	151 56	44 75
2,446 00	101 48	115 31	279 00	162 25	62 25
3,871 13	72 19	137 63	290 70	336 52	114 97
4,237 87	113 93	113 42	57 75	379 64	20 68
\$876,553 17	\$49,307 60	\$63,497 78	\$110,380 07	\$97,461 31	\$24,843 76

GROUP III. TOWNS OF LESS THAN 5,000

		ITEMIZED EXPENDITURES FOR SUPPORT OF ALL PUBLIC YEAR ENDING			
		Repairs, replacement, and upkeep.	Libraries.	Promotion of health.	Transportation.
	TOWNS.	26	27	28	29
205	Chester,	\$109 65	—	\$50 00	\$78 96
206	Pembroke,	459 60	—	59 00	2,226 50
207	Tisbury,	229 55	\$5 72	39 60	197 75
208	West Boylston,	435 91	—	126 00	2,522 60
209	Edgartown,	261 76	—	30 00	389 25
210	Oak Bluffs,	220 98	6 68	25 00	289 00
211	Littleton,	725 87	—	35 00	1,797 00
212	Conway,	63 00	—	—	533 00
213	Sudbury,	23 94	—	50 00	2,802 26
214	Topsfield,	163 34	—	27 34	1,350 00
215	Orleans,	428 81	—	35 00	1,932 00
216	Stow,	253 90	—	35 00	1,834 37
217	New Marlborough,	291 89	—	25 00	451 25
218	Dover,	194 39	—	50 00	2,879 50
219	Ashfield,	110 49	—	18 00	10 50
220	Charlemont,	249 42	—	50 00	676 00
221	Wellfleet,	220 77	—	—	1,348 50
222	Brimfield,	124 72	33 15	37 50	1,716 05
223	Mendon,	293 10	—	25 00	541 95
224	Ashby,	122 49	—	25 00	2,668 25
225	Granby,	175 32	—	27 50	1,293 95
226	Princeton,	587 00	—	50 00	811 71
227	Bernardston,	492 52	—	—	273 00
228	Brewster,	58 96	—	12 00	1,723 00
229	Bolton,	344 17	21 60	26 10	2,398 90
230	Petersham,	217 16	—	21 26	1,700 89
231	New Salem,	155 13	—	18 00	399 45
	Totals,	\$82,097 53	\$539 25	\$9,070 32	\$174,815 79

POPULATION AND MAINTAINING HIGH SCHOOLS — *Con.*

SCHOOLS — DAY, EVENING, VACATION — JUNE 30, 1916 — <i>Con.</i>		EXPENDITURES FOR OUTLAY, YEAR ENDING JUNE 30, 1916.		
Miscellaneous (tuition, etc.).	Total for support.	New grounds, buildings and alterations.	New equipment.	Total for outlay.
30	31	32	33	34
-	\$10,446 56	\$1,932 50	-	\$1,932 50
\$236 60	10,587 20	-	-	-
3 04	10,728 75	-	\$185 25	185 25
95 62	12,258 54	-	-	-
2 98	8,757 86	184 42	101 13	285 55
42 28	8,711 88	-	240 00	240 00
21 00	9,859 12	62 50	-	62 50
100 00	7,214 94	-	-	-
173 94	10,314 57	145 27	-	145 27
-	8,885 04	-	40 34	40 34
30 00	10,645 72	-	250 00	250 00
42 93	9,570 74	-	63 11	63 11
-	7,308 32	-	-	-
59 65	12,826 67	-	164 12	164 12
-	7,153 83	-	-	-
17 40	8,185 45	-	-	-
-	6,136 04	-	-	-
86 03	12,653 47	-	18 68	18 68
8 40	6,176 81	-	-	-
30 00	7,878 51	-	-	-
223 02	6,882 91	-	25 35	25 35
485 01	7,641 41	-	14 85	14 85
27 00	6,308 40	-	-	-
-	6,612 73	-	-	-
39 65	7,739 99	-	-	-
125 50	8,289 65	-	-	-
92 25	6,346 74	-	-	-
\$23,493 44	\$1,784,428 07	\$176,067 17	\$24,082 35	\$200,149 52

GROUP III. TOWNS OF LESS THAN 5,000

	TOWNS.	TOTAL EXPENDITURE FOR SUPPORT OF ALL PUBLIC SCHOOLS —					
		FROM LOCAL TAXATION.			FROM STATE (INCLUDING INCOME FROM MASSACHUSETTS SCHOOL FUND).		
		Amount.	Per pupil in average membership.	Rank.	Amount.	Per pupil in average membership.	Rank.
		35	36	37	38	39	40
205	Chester, . . .	\$7,181 71	\$23 94	303	\$2,461 23	\$8 20	125
206	Pembroke, . . .	8,663 67	41 45	70	2,104 79	10 07	109
207	Tisbury, . . .	10,702 90	43 51	58	1,004 79	4 08	173
208	West Boylston, . .	10,246 97	43 98	55	2,203 82	9 46	115
209	Edgartown, . . .	6,287 70	32 24	189	1,517 30	7 78	130
210	Oak Bluffs, . . .	7,846 20	36 33	123	976 91	4 52	164
211	Littleton, . . .	8,431 68	38 50	95	1,928 45	8 81	117
212	Conway, . . .	4,880 47	23 35	312	2,052 87	9 82	111
213	Sudbury, . . .	8,432 08	44 15	54	1,836 86	9 62	113
214	Topsfield, . . .	9,122 71	53 04	25	37 50	22	238
215	Orleans, . . .	9,783 72	54 05	21	—	—	—
216	Stow, . . .	6,636 97	31 91	194	1,734 89	8 34	123
217	New Marlborough, .	5,599 74	30 60	214	1,892 29	10 34	106
218	Dover, . . .	12,314 24	99 31	1	65 53	53	218
219	Ashfield, . . .	5,132 07	28 83	238	2,103 96	11 82	96
220	Charlemont, . . .	5,462 03	35 24	139	2,105 24	13 58	85
221	Wellfleet, . . .	4,300 00	26 54	275	1,761 00	10 87	104
222	Brimfield, . . .	4,395 00	23 63	309	2,686 35	14 44	83
223	Mendon, . . .	5,202 45	32 31	186	1,091 42	6 78	140
224	Ashby, . . .	4,941 38	30 88	209	2,063 43	12 90	90
225	Granby, . . .	4,573 02	37 79	107	2,242 87	18 54	70
226	Princeton, . . .	6,321 39	48 25	38	1,017 29	7 77	131
227	Bernardston, . . .	3,002 86	18 88	341	1,875 12	11 79	98
228	Brewster, . . .	4,350 00	40 28	77	1,460 28	13 52	86
229	Bolton, . . .	4,918 09	53 46	23	2,105 83	22 89	43
230	Petersham, . . .	7,755 16	60 12	14	1,928 82	14 95	80
231	New Salem, . . .	3,236 85	29 43	227	2,804 02	25 49	37
	Totals, . . .	\$1,540,737 80	\$35 67	—	\$155,609 18	\$3 60	—

POPULATION AND MAINTAINING HIGH SCHOOLS—*Con.*

DAY, EVENING, VACATION — YEAR ENDING DEC. 31, 1915.				INCOME FROM MASSACHUSETTS SCHOOL FUND.	
Amount from other sources.	FROM ALL SOURCES.			Paid to town Jan. 25, 1915.	Balance unexpended, Dec. 31, 1915.
	Amount.	Per pupil in average membership.	Rank.		
41	42	43	44	45	46
\$859 50	\$10,502 44	\$35 01	264	\$1,071 62	-
60 00	10,828 46	51 81	89	921 62	-
492 00	12,199 69	49 59	99	692 29	-
59 57	12,510 36	53 69	77	1,328 82	-
-	7,805 00	40 03	130	767 30	-
-	8,823 11	40 85	171	664 41	\$4 54
40 00	10,400 13	47 49	111	1,178 82	37
40 40	6,973 74	33 37	288	1,071 62	-
47 87	10,316 81	54 01	72	921 61	-
-	9,160 21	53 26	80	-	-
598 00	10,381 72	57 36	57	-	-
1,113 50	9,485 36	45 60	130	921 61	115 00
-	7,492 03	40 94	170	917 29	-
626 10	13,005 87	104 89	3	-	-
1,127 00	8,363 03	46 98	115	917 30	-
618 40	8,185 67	52 81	83	1,071 62	-
120 00	6,181 00	38 15	213	1,071 61	-
4,433 45	11,514 80	61 91	46	1,328 83	327 57
108 00	6,401 87	39 76	186	1,071 62	-
938 50	7,943 31	49 65	98	1,328 83	17 80
178 17	6,994 06	57 80	55	1,328 82	-
44 00	7,382 68	56 36	64	767 29	-
1,213 65	6,091 63	38 31	209	1,071 62	-
-	5,810 28	53 80	75	1,071 62	53 00
615 66	7,639 58	83 04	13	1,328 83	-
81 03	9,765 01	75 70	18	1,178 82	-
80 75	6,121 62	55 65	66	1,603 82	-
\$48,640 39	\$1,744,987 37	\$40 40	-	\$80,541 23	\$3,046 58

GROUP III. TOWNS OF LESS THAN 5,000

	TOWNS.	VALUATION OF 1915 PER PUPIL IN AVERAGE MEMBERSHIP, YEAR ENDING JUNE 30, 1916.		EXPENDITURE PER \$1,000 VALUATION FOR SCHOOL SUPPORT FROM LOCAL TAXATION, YEAR ENDING DEC. 31, 1915.		RATE OF TOTAL TAX PER \$1,000 VALUATION, 1915.	
		Amount.	Rank.	Amount.	Rank.	Amount.	Rank.
		47	48	49	50	51	52
205	Chester, . . .	\$2,848	342	\$8 40	22	\$21 00	95
206	Pembroke, . . .	5,965	155	6 95	87	19 00	162
207	Tisbury, . . .	8,775	68	4 96	223	16 00	261
208	West Boylston, . . .	4,419	263	9 95	2	14 00	304
209	Edgartown, . . .	7,331	111	4 40	275	18 00	205
210	Oak Bluffs, . . .	9,279	58	3 91	297	21 00	96
211	Littleton, . . .	5,782	167	6 66	100	23 50	28
212	Conway, . . .	4,001	287	5 84	153	19 00	163
213	Sudbury, . . .	8,461	77	5 22	198	15 00	287
214	Topsfield, . . .	24,970	12	2 12	346	6 00	351
215	Orleans, . . .	26,688	8	2 03	347	3 00	353
216	Stow, . . .	7,099	116	4 49	266	12 00	330
217	New Marlborough, . . .	4,890	222	6 26	124	19 00	164
218	Dover, . . .	66,733	2	1 49	351	5 50	352
219	Ashfield, . . .	5,130	202	5 62	168	21 50	80
220	Charlemont, . . .	3,934	293	8 96	9	24 00	20
221	Wellfleet, . . .	5,289	198	5 02	216	18 00	206
222	Brimfield, . . .	3,536	321	6 68	98	15 00	288
223	Mendon, . . .	4,611	246	7 01	80	16 00	262
224	Ashby, . . .	4,938	218	6 25	126	16 00	263
225	Granby, . . .	6,183	149	6 11	138	16 00	264
226	Princeton, . . .	10,803	44	4 47	269	13 50	312
227	Bernardston, . . .	3,741	306	5 05	213	19 00	167
228	Brewster, . . .	8,185	85	4 92	227	11 00	338
229	Bolton, . . .	8,509	75	6 28	120	16 80	240
230	Petersham, . . .	8,067	91	7 45	56	20 00	130
231	New Salem, . . .	3,618	316	8 13	26	30 00	1
	Totals, . . .	\$7,850	—	\$4 54	—	—	—

POPULATION AND MAINTAINING HIGH SCHOOLS — *Con.*

PUBLIC DAY ELEMENTARY SCHOOLS, YEAR ENDING JUNE 30, 1916.

Principals and teachers.	Average number of days in session.	Average membership.	EXPENDITURE FOR SUPPORT, EXCLUSIVE OF GENERAL CONTROL.		EXPENDITURE FOR SALARIES AND EXPENSES OF PRINCIPALS AND SUPERVISORS, AND FOR SALARIES OF TEACHERS.		EXPENDITURE FOR TEXT-BOOKS.	
			Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.
53	54	55	56	57	58	59	60	61
12	166	242	\$6,349	\$26 24	\$5,289	\$21 86	\$135	\$0 56
7	185	165	5,876	35 61	3,697	22 41	83	50
7	165	174	6,751	38 80	4,944	28 41	296	1 70
8	170	205	8,203	40 01	4,175	20 37	35	17
7	163	172	6,016	34 98	4,168	24 23	156	91
7	160	193	5,932	30 74	4,413	22 87	141	73
6	167	169	6,211	36 75	3,258	19 28	49	29
10	168	179	4,887	27 30	2,941	16 43	97	54
6	176	165	6,319	38 30	3,025	18 33	86	52
5	184	141	5,542	39 30	3,175	22 52	100	71
4	168	127	5,857	46 12	2,578	20 30	129	1 02
5	181	159	5,630	35 41	2,939	18 48	234	1 47
11	169	155	5,229	33 73	3,593	23 18	173	1 12
4	176	99	7,390	74 65	3,405	34 39	57	58
9	160	128	3,916	30 59	3,228	25 22	135	1 05
9	158	110	4,630	42 09	3,012	27 38	37	34
4	179	120	3,768	31 40	2,067	17 22	120	1 00
6	179	124	6,448	52 00	3,506	28 27	80	65
5	170	131	3,732	28 49	2,109	16 10	123	94
4	165	130	5,755	44 27	2,185	16 81	66	50
5	169	104	4,678	44 98	2,480	23 85	89	86
7	167	112	5,649	50 44	3,143	28 06	1	01
6	159	122	3,164	25 93	2,272	18 62	106	87
3	167	92	3,907	42 47	2,035	22 12	181	1 97
4	169	79	4,896	61 97	2,126	26 91	60	76
5	177	105	5,222	49 73	2,621	24 96	48	46
6	160	91	2,923	32 12	2,040	22 42	59	65
1,308	-	35,665	\$1,133,613	\$31 79	\$677,355	\$18 99	\$28,340	\$0 79

GROUP III. TOWNS OF LESS THAN 5,000

	TOWNS.	EVENING AND VACATION SCHOOLS, YEAR ENDING JUNE 30, 1916.		PUBLIC DAY HIGH			
		Expenditure for support of even- ing schools ex- clusive of gen- eral control.	Expenditure for support of va- cation schools, exclusive of general control.	Number of high schools.	Principals and teachers.	Pupils enrolled.	Aggregate days' attendance.
		62	63	64	65	66	67
205	Chester, . . .	-	-	1	3	63	10,101
206	Pembroke, . . .	-	-	1	3	45	7,598
207	Tisbury, . . .	-	-	1	3	78	11,967
208	West Boylston, . . .	-	-	1	2	29	4,866
209	Edgartown, . . .	-	-	1	2	25	3,993
210	Oak Bluffs, . . .	\$89	-	1	2	29	3,650
211	Littleton, . . .	-	-	1	3	52	8,665
212	Conway, . . .	-	-	1	3	31	5,488
213	Sudbury, . . .	-	-	1	3	28	4,241
214	Topsfield, . . .	-	-	1	3	36	5,240
215	Orleans, . . .	-	-	1	3	58	9,442
216	Stow, . . .	-	-	1	3	54	8,880
217	New Marlborough, . . .	-	-	1	2	32	3,937
218	Dover, . . .	-	-	1	4	27	4,231
219	Ashfield, . . .	-	-	1	3	55	8,927
220	Charlemont, . . .	-	-	1	3	49	8,550
221	Wellfleet, . . .	-	-	1	2	46	6,913
222	Brimfield, . . .	-	-	1	4	67	10,681
223	Mendon, . . .	-	-	1	2	32	5,220
224	Ashby, . . .	-	-	1	2	36	5,334
225	Granby, . . .	-	-	1	2	22	2,448
226	Princeton, . . .	-	-	1	1	20	3,220
227	Bernardston, . . .	-	-	1	2	41	6,333
228	Brewster, . . .	-	-	1	2	17	2,787
229	Bolton, . . .	-	-	1	2	16	2,080
230	Petersham, . . .	-	-	1	3	32	4,185
231	New Salem, . . .	-	-	1	3	24	3,316
	Totals, . . .	\$924	\$20	118	449	8,207	1,334,949
Towns in Group IV. do not maintain public high schools. The State totals for public day high schools are, therefore,				256	3,518	88,240	14,279,463

POPULATION AND MAINTAINING HIGH SCHOOLS — *Con.*

SCHOOLS, YEAR ENDING JUNE 30, 1916.

Days in session.	Average membership.	EXPENDITURE FOR SUPPORT, EXCLUSIVE OF GENERAL CONTROL.		EXPENDITURE FOR SALARIES AND EXPENSES OF PRINCIPALS AND SUPERVISORS, AND FOR SALARIES OF TEACHERS.		EXPENDITURE FOR TEXT-BOOKS.	
		Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.
68	69	70	71	72	73	74	75
187	58	\$3,071	\$52 95	\$2,442	\$42 10	\$63	\$1 09
186	44	4,084	92 82	1,936	44 00	180	4 09
181	72	3,315	46 04	2,500	34 72	228	3 17
184	28	3,214	114 79	2,352	84 00	63	2 25
187	23	2,141	93 09	1,613	70 13	111	4 83
169	23	2,058	89 48	1,578	68 61	84	3 65
184	50	3,170	63 40	2,246	44 92	91	1 82
196	30	1,939	64 63	1,482	49 40	87	2 90
188	26	3,360	129 23	2,222	85 46	58	2 23
184	31	2,978	96 06	2,600	83 87	55	1 77
187	54	4,077	75 50	2,864	53 04	109	2 02
190	49	3,242	66 16	2,390	48 78	104	2 12
188	28	1,411	50 39	1,200	42 86	23	82
186	25	4,768	190 72	3,918	156 72	124	4 96
189	50	2,578	51 56	2,224	44 48	175	3 50
193	45	2,794	62 09	2,225	49 44	216	4 80
186	42	2,001	47 64	1,450	34 52	80	1 90
187	62	5,252	84 71	4,011	64 69	265	4 27
187	30	1,794	59 80	1,400	46 67	41	1 37
184	30	1,755	58 50	1,353	45 10	102	3 40
183	17	1,701	100 06	1,375	80 88	64	3 76
179	19	1,171 ¹	61 63	845	44 47	8	42
185	37	2,680	72 43	1,677	45 32	160	4 32
182	16	2,181	136 31	1,460	91 25	116	7 25
169	13	2,171	167 00	1,390	106 92	41	3 15
190	24	2,666	111 08	2,250	93 75	24	1 00
184	19	2,665	140 26	2,198	115 68	55	2 89
-	7,523	\$535,733	\$71 21	\$358,815	\$47 69	\$21,267	\$2 82
-	81,623	\$5,491,331	\$67 27	\$4,132,881	\$50 63	\$179,540	\$2 20

¹ Does not include \$193 for tuition of 3 pupils in other high schools.

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

	TOWNS.	Population, State Census, 1915.	Valuation, as of April 1, 1915.	TEACHING STAFF IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — JAN. 1, 1916.			
				Principals.	Supervisors.	Teachers.	Total.
		1	2	3	4	5	6
232	Agawam, . . .	4,555	\$3,271,785	—	2	20	22
233	Dracut, . . .	4,022	2,589,538	—	2	22	24
234	Auburn, . . .	3,281	1,786,575	—	—	20	20
235	Seekonk, . . .	2,767	1,875,780	—	2	16	18
236	West Bridgewater, .	2,741	1,875,074	—	2	16	18
237	Deerfield, . . .	2,739	2,651,768	2	2	15	19
238	Hatfield, . . .	2,630	2,047,646	—	3	16	19
239	Swansea, . . .	2,558	1,951,853	—	2	14	16
240	Wilbraham, . . .	2,521	1,675,621	—	2	12	14
241	Dighton, . . .	2,499	1,732,867	—	2	13	15
242	Acushnet, . . .	2,387	1,217,710	2	2	7	11
243	Hull, . . .	2,290	9,221,893	—	3	12	15
244	Rehoboth, . . .	2,228	1,070,243	—	—	15	15
245	Aetons, . . .	2,151	2,514,410	—	2	10	12
246	Ashburnham, . . .	2,059	1,165,865	—	—	11	11
247	Georgetown, . . .	2,058	1,377,270	—	2	8	10
248	Bellingham, . . .	1,953	1,025,145	—	1	11	12
249	East Longmeadow, .	1,939	1,407,095	—	2	12	14
250	Colrain, . . .	1,829	916,439	—	1	16	17
251	Raynham, . . .	1,810	990,968	—	1	8	9
252	Hanson, . . .	1,796	1,545,500	—	2	10	12
253	Longmeadow, . . .	1,782	3,616,360	—	2	7	9
254	Salisbury, . . .	1,717	1,709,445	—	1	9	10
255	Freetown, . . .	1,663	1,145,260	—	1	10	11
256	Sturbridge, . . .	1,618	955,100	—	2	10	12
257	Newbury, . . .	1,590	1,669,018	—	1	8	9
258	Buckland, . . .	1,569	2,041,021	—	1	10	11
259	Cheshire, . . .	1,535	888,289	—	2	8	10
260	Lakeville, . . .	1,491	1,284,540	—	—	8	8
261	Marion, . . .	1,487	5,630,830	1	4	8	13
262	Rowley, . . .	1,481	2,049,156	—	1	9	10
263	Westwood, . . .	1,448	4,511,538	—	1	9	10
264	Bedford, . . .	1,365	1,988,789	—	4	5	9
265	Southwick, . . .	1,365	937,995	—	—	11	11
266	Mattapoisett, . . .	1,352	2,346,428	—	2	8	10
267	Lincoln, . . .	1,310	5,173,511	—	3	6	9
268	Middleton, . . .	1,308	923,994	—	—	4	4
269	North Reading, . .	1,292	993,306	—	4	5	9
270	West Brookfield, .	1,288	1,051,401	—	1	7	8
271	Sunderland, . . .	1,278	725,267	—	3	6	9
272	West Stockbridge, .	1,277	606,330	—	1	7	8
273	Norfolk, . . .	1,268	1,171,344	—	3	6	9
274	Hinsdale, . . .	1,257	784,943	—	—	9	9
275	Erving, . . .	1,168	1,100,898	—	1	8	9
276	Rochester, . . .	1,160	1,051,558	—	—	8	8

SCHOOL RETURNS.

lxxix

AND NOT MAINTAINING HIGH SCHOOLS.

PUPILS IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — YEAR ENDING JUNE 30, 1916.					SCHOOL CENSUS, SEPT. 1, 1915.			
Pupils enrolled.	Aggregate days' at- tendance.	Average daily attendance.	Average number of days in session.	Average mem- ber- ship.	Persons 5 to 7 years.	Persons 7 to 14 years.	Persons 14 to 16 years.	Illiterates 16 to 21 years.
7	8	9	10	11	12	13	14	15
772	116,854	656	178	714	175	670	46	15
755	116,024	611	185	676	151	608	169	-
645	94,480	554	165	604	129	460	85	-
592	76,373	452	169	479	95	449	75	-
507	82,729	467	177	499	102	378	94	6
461	68,571	375	168	412	91	356	85	-
456	64,862	380	170	423	117	331	50	55
450	61,104	357	170	416	79	388	73	-
238	36,216	204	178	217	83	257	51	187
459	66,412	388	171	427	147	378	87	-
413	59,135	333	178	354	127	347	75	9
330	48,320	286	169	289	78	266	52	-
397	57,031	335	170	370	83	354	63	-
341	50,591	281	180	309	76	240	50	-
335	50,560	293	176	319	85	261	55	-
323	47,377	267	177	294	67	248	71	-
313	40,021	238	170	260	92	289	71	-
442	59,407	359	169	403	90	321	70	3
338	50,288	294	171	323	45	243	25	-
293	43,285	243	178	268	52	233	63	-
288	42,056	237	177	263	51	208	60	-
206	34,694	193	183	213	50	168	19	-
313	45,317	270	168	273	69	241	53	-
299	43,869	256	171	277	38	233	47	-
274	35,358	219	153	231	64	216	53	-
220	34,570	195	178	209	34	164	44	-
246	40,081	225	178	237	67	201	44	-
271	38,706	220	177	237	49	205	25	-
215	31,776	184	173	195	31	125	17	-
240	35,894	204	176	214	39	185	39	-
236	39,267	210	187	227	45	194	61	-
227	36,307	196	185	212	54	179	46	-
184	23,989	149	176	161	41	140	37	-
205	27,364	164	167	177	44	141	31	-
243	43,009	229	188	240	50	196	40	-
186	26,717	155	172	172	38	167	40	-
144	20,108	117	172	127	35	91	27	1
177	24,756	143	175	157	35	125	34	-
196	26,985	160	169	170	38	148	41	-
221	30,208	185	166	201	69	140	28	-
163	22,767	134	168	142	33	152	36	-
190	28,960	163	178	177	45	151	42	4
232	32,409	182	175	205	47	169	36	-
247	36,699	204	180	221	44	177	35	1
210	27,940	161	170	182	26	157	28	-

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

	TOWNS.	ITEMIZED EXPENDITURES FOR SUPPORT OF ALL			
		GENERAL CONTROL.		INSTRUCTION.	
		School committee and business offices.	Superintendents' salaries and office expenses.	Principals' salaries and expenses.	Supervisors' salaries and expenses.
		16	17	18	19
232	Agawam,	\$247 60	\$964 43	-	\$681 51
233	Dracut,	50 00	864 00	\$2,728 50	762 50
234	Auburn,	211 07	769 50	-	-
235	Seekonk,	105 00	410 00	-	336 07
236	West Bridgewater, . .	91 45	954 93	-	450 00
237	Deerfield,	231 63	782 67	1,128 00	422 10
238	Hatfield,	150 90	751 29	-	444 00
239	Swansea,	176 15	925 00	-	350 00
240	Wilbraham,	124 82	554 40	-	460 94
241	Dighton,	13 65	697 97	-	-
242	Acushnet,	-	449 53	1,330 77	399 96
243	Hull,	215 00	550 00	2,355 00	850 00
244	Rehoboth,	199 50	692 66	-	-
245	Acton,	112 00	655 64	-	-
246	Ashburnham,	74 00	682 91	1,080 00	-
247	Georgetown,	95 52	294 48	-	380 00
248	Bellingham,	4 20	615 00	-	-
249	East Longmeadow, . .	249 68	677 11	-	437 60
250	Colrain,	127 88	712 41	-	222 73
251	Raynham,	139 81	518 52	-	149 50
252	Hanson,	171 39	573 94	570 00	322 00
253	Longmeadow,	9 85	305 41	750 00	500 00
254	Salisbury,	158 50	339 98	-	148 50
255	Freetown,	162 15	639 20	-	453 05
256	Sturbridge,	117 09	673 23	-	322 88
257	Newbury,	42 74	356 15	1,600 00	100 00
258	Buckland,	71 00	611 77	-	345 10
259	Cheshire,	60 00	856 54	-	250 00
260	Lakeville,	138 66	425 54	-	-
261	Marion,	193 50	798 00	-	954 00
262	Rowley,	97 23	337 55	-	95 00
263	Westwood,	137 01	450 00	-	210 00
264	Bedford,	37 06	600 00	1,200 00	325 00
265	Southwick,	158 25	574 60	-	-
266	Mattapoisett,	121 95	411 85	-	350 00
267	Lincoln,	15 00	610 00	-	551 00
268	Middleton,	120 00	331 12	616 00	272 50
269	North Reading,	25 74	175 95	-	217 05
270	West Brookfield, . . .	71 00	495 03	-	200 38
271	Sunderland,	24 00	354 07	-	316 57
272	West Stockbridge, . . .	-	618 70	-	342 00
273	Norfolk,	127 50	453 50	-	454 50
274	Hinsdale,	85 00	714 23	-	-
275	Erving,	92 15	622 88	-	130 25
276	Rochester,	35 25	450 00	-	-

SCHOOL RETURNS.

LXXXI

AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

PUBLIC SCHOOLS — DAY, EVENING, VACATION — YEAR ENDING JUNE 30, 1916.

INSTRUCTION — <i>Con.</i>			OPERATION OF SCHOOL PLANT.		
Teachers' salaries.	Text-books.	Stationery, supplies and other expenses of instruction.	Janitor service.	Fuel.	Miscellaneous expenses of operation.
20	21	22	23	24	25
\$11,081 94	\$395 56	\$659 01	\$1,502 75	\$602 15	\$157 59
7,760 70	—	895 33	2,164 08	1,655 15	—
8,303 50	382 11	288 31	1,462 21	980 83	37 77
6,775 60	370 42	616 04	1,023 75	665 00	327 21
8,424 79	480 07	297 08	803 60	1,416 85	247 27
7,127 60	425 08	461 36	948 19	1,162 19	504 99
7,285 20	160 43	374 06	1,290 38	887 13	179 36
5,697 02	347 92	264 13	923 20	768 40	68 60
5,536 60	227 53	264 06	694 15	663 08	13 85
6,202 32	100 68	282 85	883 00	585 78	—
3,395 18	270 69	319 20	695 00	381 99	337 30
6,513 25	422 66	465 19	1,770 10	915 86	261 32
5,275 00	119 77	202 94	290 00	276 00	—
5,530 16	264 23	374 55	908 00	772 51	84 65
4,051 40	313 83	206 86	689 26	943 22	69 59
4,096 00	107 06	310 11	550 00	232 28	74 31
4,705 75	72 35	143 57	783 00	925 58	22 15
5,432 37	464 59	511 19	590 60	451 29	63 11
5,751 14	72 21	434 36	330 95	480 22	38 67
3,817 00	133 11	266 21	265 63	290 45	81 34
4,089 00	116 19	130 67	516 00	334 25	54 60
3,341 00	299 67	264 13	455 00	963 25	689 68
3,781 50	361 99	194 07	380 50	382 27	—
4,107 50	150 00	321 72	320 38	399 56	—
4,206 00	15 00	441 12	439 00	162 00	71 72
2,576 00	315 70	270 75	1,049 99	297 07	120 63
4,687 00	154 34	332 84	337 64	231 77	123 72
3,914 00	100 00	252 69	502 10	338 25	98 85
3,322 11	155 38	406 96	558 70	387 40	—
4,720 60	152 89	299 76	720 00	809 83	294 82
4,316 50	152 62	106 06	386 17	437 20	—
5,542 00	190 29	298 40	900 00	797 07	126 10
2,654 87	249 55	474 71	400 00	108 68	168 82
4,959 70	63 94	169 21	202 70	173 00	7 71
4,401 00	148 04	216 59	626 92	726 16	38 96
3,979 00	130 79	438 83	665 10	405 07	83 53
1,544 10	143 64	209 79	403 00	161 00	55 28
1,855 00	133 66	178 51	396 00	212 87	—
3,202 00	188 15	199 46	373 20	351 27	49 66
2,772 00	252 68	431 12	550 00	416 50	77 37
2,817 00	88 45	254 96	278 30	295 65	23 44
3,003 42	255 53	204 63	435 00	347 86	17 70
4,171 45	110 64	278 94	251 00	251 38	—
3,647 00	139 89	198 17	1,031 52	447 01	119 67
3,760 05	97 99	195 98	229 00	125 08	28 93

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

		ITEMIZED EXPENDITURES FOR SUPPORT OF ALL PUBLIC YEAR ENDING			
		Repairs, replacement, and upkeep.	Libraries.	Promotion of health.	Transportation.
TOWNS.		26	27	28	29
232	Agawam,	\$393 59	-	\$107 00	\$2,206 15
233	Dracut,	506 45	-	100 00	824 50
234	Auburn,	960 78	-	100 00	621 95
235	Seekonk,	354 00	-	129 80	1,173 70
236	West Bridgewater,	264 68	-	65 00	1,945 35
237	Deerfield,	294 96	-	50 00	3,176 19
238	Hatfield,	472 48	-	100 00	150 00
239	Swansea,	677 64	-	50 00	1,531 50
240	Wilbraham,	211 05	-	109 25	866 10
241	Dighton,	3,104 12	-	50 00	671 75
242	Acushnet,	177 07	-	75 00	3,221 50
243	Hull,	642 85	-	200 00	4,407 20
244	Rehoboth,	398 55	-	45 00	820 69
245	Acton,	168 79	-	148 97	3,492 98
246	Ashburnham,	279 47	-	-	559 30
247	Georgetown,	75 23	-	25 00	1,132 50
248	Bellingham,	68 13	-	34 00	1,733 45
249	East Longmeadow,	643 70	-	-	638 95
250	Colrain,	519 43	-	50 00	1,326 55
251	Raynham,	276 90	-	33 50	974 00
252	Hanson,	410 16	-	75 00	612 17
253	Longmeadow,	629 51	-	29 00	1,058 30
254	Salisbury,	250 34	-	10 00	900 00
255	Freetown,	282 67	-	50 00	579 25
256	Sturbridge,	524 75	-	97 50	2,478 20
257	Newbury,	240 76	-	-	1,055 50
258	Buckland,	154 18	-	50 00	1,317 90
259	Cheshire,	244 93	-	50 00	1,396 25
260	Lakeville,	117 83	-	50 00	1,963 37
261	Marion,	236 43	-	99 36	1,521 00
262	Rowley,	97 37	-	17 00	1,260 50
263	Westwood,	1,019 79	\$20 00	100 00	2,209 63
264	Bedford,	723 84	-	50 00	1,353 00
265	Southwick,	317 26	-	-	630 60
266	Mattapoisett,	119 96	-	35 00	1,322 15
267	Lincoln,	315 61	-	200 00	4,250 75
268	Middleton,	746 73	-	10 00	1,610 25
269	North Reading,	106 45	-	-	1,828 05
270	West Brookfield,	495 77	-	50 00	1,395 50
271	Sunderland,	328 02	-	25 00	2,709 20
272	West Stockbridge,	154 34	-	2 00	1,238 50
273	Norfolk,	96 68	-	10 00	2,203 37
274	Hinsdale,	386 90	-	75 00	870 20
275	Erving,	446 60	-	42 00	1,127 95
276	Rochester,	358 62	-	-	950 00

SCHOOL RETURNS.

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AND NOT MAINTAINING HIGH SCHOOLS — *Con.*SCHOOLS — DAY, EVENING, VACATION —
JUNE 30, 1916 — *Con.*

EXPENDITURES FOR OUTLAY, YEAR ENDING JUNE 30, 1916.

Miscellaneous (tuition, etc.).	Total for support.	New grounds, buildings and alterations.	New equipment.	Total for outlay.
30	31	32	33	34
\$3,969 25	\$22,968 53	\$4,149 57	\$836 82	\$4,986 39
4,569 03	22,880 24	-	440 48	440 48
2,554 35	16,672 38	3,705 00	509 74	4,214 74
2,808 64	15,095 23	-	-	-
44 94	15,486 01	-	304 58	304 58
233 33	16,948 29	3,244 82	-	3,244 82
-	12,245 23	-	-	-
3,490 85	15,270 41	-	-	-
4,060 50	13,786 33	-	-	-
2,850 38	15,442 50	695 65	66 45	762 10
1,957 50	13,010 69	-	270 99	270 99
3,833 79	23,402 22	19,317 42	391 08	19,708 50
1,706 75	10,026 86	-	-	-
6,011 80	18,524 28	-	-	-
1,552 50	10,502 34	40 00	-	40 00
-	7,372 49	-	-	-
999 74	10,106 92	-	-	-
5,017 50	15,177 69	5,884 47	-	5,884 47
1,637 58	11,704 13	-	430 59	430 59
2,149 10	9,095 07	-	-	-
1,175 55	9,150 92	153 48	250 40	403 88
7,035 00	16,329 80	-	-	-
1,455 30	8,362 95	-	-	-
1,200 75	8,666 23	-	-	-
1,059 00	10,607 49	-	-	-
947 26	8,972 55	-	-	-
2,812 80	11,230 06	1,530 88	47 80	1,578 68
1,194 00	9,257 61	-	-	-
1,572 86	9,158 81	5,298 51	-	5,298 51
796 58	11,596 77	1,348 18	306 68	1,654 86
3,335 50	10,638 70	-	-	-
2,510 48	14,510 77	-	-	-
2,718 87	11,064 40	590 00	123 04	713 04
772 92	8,029 89	-	-	-
15 00	8,533 58	325 00	-	325 00
3,255 56	14,900 24	-	-	-
1,380 50	7,603 91	-	-	-
2,325 22	7,454 50	-	-	-
1,688 48	8,759 90	-	-	-
915 40	9,171 93	500 00	-	500 00
2,898 90	9,012 24	-	-	-
1,480 90	9,090 59	-	25 00	25 00
1,397 25	8,591 99	-	-	-
1,523 98	9,569 07	433 74	195 00	628 74
2,129 39	8,360 29	-	244 78	244 78

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

TOWNS.		TOTAL EXPENDITURE FOR SUPPORT OF ALL PUBLIC SCHOOLS —					
		FROM LOCAL TAXATION.			FROM STATE (INCLUDING INCOME FROM MASSACHUSETTS SCHOOL FUND).		
		Amount.	Per pupil in average membership.	Rank.	Amount.	Per pupil in average membership.	Rank.
		35	36	37	38	39	40
232	Agawam, . . .	\$22,603 30	\$31 66	198	\$504 50	\$0 71	214
233	Dracut, . . .	23,785 00	35 18	142	450 00	67	216
234	Auburn, . . .	15,104 42	25 01	290	1,803 83	2 99	186
235	Seekonk, . . .	11,498 40	24 01	301	2,084 16	4 35	167
236	West Bridgewater, . . .	11,796 03	23 64	308	2,202 79	4 41	166
237	Deerfield, . . .	16,037 43	38 93	91	676 00	1 64	200
238	Hatfield, . . .	10,996 28	26 00	283	1,200 13	2 84	188
239	Swansea, . . .	13,625 93	32 75	182	1,179 18	2 83	189
240	Wilbraham, . . .	8,970 85	41 34	72	4,568 22	21 05	55
241	Dighton, . . .	13,881 18	32 51	185	1,479 12	3 46	181
242	Acushnet, . . .	10,186 42	28 78	240	2,696 37	7 62	133
243	Hull, . . .	19,950 06	69 03	4	—	—	—
244	Rehoboth, . . .	5,278 95	14 27	350	3,227 82	8 72	119
245	Acton, . . .	15,529 33	50 26	34	3,034 98	9 82	112
246	Ashburnham, . . .	9,055 50	28 39	248	1,338 28	4 20	170
247	Georgetown, . . .	6,682 83	22 73	315	1,949 96	6 63	141
248	Bellingham, . . .	7,644 08	29 40	228	2,627 26	10 10	108
249	East Longmeadow, . . .	10,281 26	25 51	287	4,338 41	10 77	105
250	Colrain, . . .	8,073 27	24 99	291	3,816 32	11 82	97
251	Raynham, . . .	5,513 13	20 57	330	3,912 42	14 59	81
252	Hanson, . . .	7,488 84	28 47	246	1,595 48	6 07	150
253	Longmeadow, . . .	14,324 14	67 25	6	487 48	2 29	194
254	Salisbury, . . .	6,505 11	23 83	305	1,563 04	5 73	153
255	Freetown, . . .	6,999 43	25 27	289	2,201 40	7 95	128
256	Sturbridge, . . .	7,889 21	34 15	159	3,082 07	13 34	87
257	Newbury, . . .	7,044 78	33 71	164	1,779 62	8 51	121
258	Buckland, . . .	8,619 34	36 37	120	1,910 42	8 06	127
259	Cheshire, . . .	5,350 00	22 57	318	3,936 83	16 61	76
260	Lakeville, . . .	7,014 22	35 97	130	2,137 36	10 96	103
261	Marion, . . .	10,961 68	51 22	31	131 10	61	217
262	Rowley, . . .	7,718 21	34 00	161	2,886 32	12 72	92
263	Westwood, . . .	14,237 97	67 16	7	—	—	—
264	Bedford, . . .	8,950 09	55 59	18	1,848 67	11 48	100
265	Southwick, . . .	5,063 62	28 61	245	2,359 11	13 05	89
266	Mattapoisett, . . .	7,994 10	33 31	172	975 62	4 07	174
267	Lincoln, . . .	14,618 97	84 99	3	—	—	—
268	Middleton, . . .	3,908 87	30 78	210	2,814 72	22 16	47
269	North Reading, . . .	4,600 00	29 30	230	3,538 07	22 54	45
270	West Brookfield, . . .	4,895 44	28 80	239	3,358 04	19 75	59
271	Sunderland, . . .	6,596 62	32 82	181	3,280 87	16 32	77
272	West Stockbridge, . . .	4,500 00	31 69	197	4,464 73	31 44	28
273	Norfolk, . . .	6,580 44	37 18	113	2,031 10	11 48	101
274	Hinsdale, . . .	4,650 00	22 68	316	3,897 86	19 01	65
275	Erving, . . .	6,145 60	27 81	257	2,097 82	9 49	114
276	Rochester, . . .	5,209 20	28 62	244	2,334 03	12 82	91

SCHOOL RETURNS.

LXXXV

AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

DAY, EVENING, VACATION — YEAR ENDING DEC. 31, 1915.				INCOME FROM MASSACHUSETTS SCHOOL FUND.	
Amount from other sources.	FROM ALL SOURCES.			Paid to town Jan. 25, 1915.	Balance unexpended, Dec. 31, 1915.
	Amount.	Per pupil in av- erage men- bership.	Rank.		
41	42	43	44	45	46
\$236 20	\$23,344 00	\$32 69	294	-	-
-	24,235 00	35 85	249	-	-
-	16,908 25	27 99	338	\$1,178 83	-
339 04	13,921 60	29 06	330	1,178 82	-
-	13,998 82	28 05	337	1,178 82	\$39 63
-	16,713 43	40 57	176	-	-
301 60	12,498 01	29 55	323	664 41	-
659 98	15,465 09	37 18	222	921 61	367 43
92 75	13,631 82	62 82	45	1,178 82	-
-	15,360 30	35 97	244	921 62	-
-	12,882 79	36 39	239	921 62	-
-	19,950 06	69 03	26	-	-
280 00	8,786 77	23 75	351	1,178 82	-
22 50	18,586 81	60 15	51	1,103 83	-
16 10	10,409 88	32 63	295	921 62	-
-	8,632 79	29 36	327	767 30	-
34 50	10,305 84	39 64	189	921 62	-
29 52	14,649 19	36 35	240	921 62	-
-	11,889 59	36 81	228	1,328 82	-
-	9,425 55	35 17	260	1,328 82	-
-	9,084 32	34 54	272	1,178 82	-
-	14,811 62	69 54	24	-	-
-	8,068 15	29 55	324	664 41	-
-	9,200 83	33 22	290	767 30	6 35
18 00	10,989 28	47 57	110	1,328 82	-
30 00	8,854 40	42 37	160	1,178 82	-
25 50	10,555 26	44 54	141	664 42	-
-	9,286 83	39 18	194	1,328 83	-
-	9,151 58	46 93	116	1,178 82	1,035 75
27 00	11,119 78	51 96	88	-	-
36 96	10,641 49	46 88	117	1,103 82	-
237 50	14,475 47	68 28	28	-	-
-	10,798 76	67 07	34	921 62	-
735 12	8,157 85	46 09	126	1,071 61	-
446 96	9,416 68	39 24	192	767 29	-
49 96	14,668 93	85 28	11	-	-
118 85	6,842 44	53 88	73	1,328 82	-
465 23	8,603 30	54 79	70	917 29	-
94 00	8,347 48	49 10	103	917 29	-
-	9,877 49	49 14	102	1,328 82	-
-	8,964 73	63 13	42	1,071 61	-
-	8,611 54	48 65	105	921 62	-
78 50	8,626 36	42 08	161	1,071 62	162 49
362 42	8,605 84	38 94	199	921 62	-
391 62	7,934 85	43 60	149	1,178 82	1 42

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

TOWNS.	VALUATION OF 1915 PER PUPIL IN AVERAGE MEMBERSHIP, YEAR ENDING JUNE 30, 1916.		EXPENDITURE PER \$1,000 VALUATION FOR SCHOOL SUPPORT FROM LOCAL TAXATION, YEAR ENDING DEC. 31, 1915.		RATE OF TOTAL TAX PER \$1,000 VALUATION, 1915.	
	Amount.	Rank.	Amount.	Rank.	Amount.	Rank.
	47	48	49	50	51	52
232 Agawam, . . .	\$4,582	249	\$6 91	90	\$17 60	216
233 Dracut, . . .	3,831	299	9 19	7	20 50	111
234 Auburn, . . .	2,958	340	8 45	21	17 60	217
235 Seekonk, . . .	3,916	294	6 13	136	16 00	265
236 West Bridgewater, .	3,758	304	6 29	119	16 00	266
237 Deerfield, . . .	6,436	139	6 05	142	18 80	174
238 Hatfield, . . .	4,841	226	5 37	189	21 70	72
239 Swansea, . . .	4,692	238	6 98	84	21 80	70
240 Wilbraham, . . .	7,722	96	5 35	192	11 00	339
241 Dighton, . . .	4,058	284	8 01	31	20 20	121
242 Acushnet, . . .	3,440	326	8 37	23	24 00	21
243 Hull, . . .	31,910	5	2 16	345	17 30	225
244 Rehoboth, . . .	2,893	341	4 93	226	16 70	244
245 Acton, . . .	8,137	87	6 18	132	14 25	299
246 Ashburnham, . . .	3,655	312	7 77	39	26 00	4
247 Georgetown, . . .	4,685	243	4 85	236	16 60	245
248 Bellingham, . . .	3,943	291	7 46	55	18 00	207
249 East Longmeadow, .	3,492	324	7 31	61	21 50	81
250 Colrain, . . .	2,837	343	8 81	11	22 50	46
251 Raynham, . . .	3,698	310	5 56	176	13 00	321
252 Hanson, . . .	5,876	162	4 85	237	15 00	289
253 Longmeadow, . . .	16,978	22	3 96	294	13 25	316
254 Salisbury, . . .	6,262	146	3 81	299	12 80	323
255 Freetown, . . .	4,135	279	6 11	139	20 00	131
256 Sturbridge, . . .	4,135	280	8 26	24	19 40	156
257 Newbury, . . .	7,986	92	4 22	282	10 00	345
258 Buckland, . . .	8,612	72	4 22	283	13 50	313
259 Cheshire, . . .	3,748	305	6 02	145	16 30	255
260 Lakeville, . . .	6,587	129	5 46	183	13 40	315
261 Marion, . . .	26,312	9	1 95	348	14 20	300
262 Rowley, . . .	9,027	63	3 77	303	13 80	309
263 Westwood, . . .	21,281	16	3 16	328	11 10	337
264 Bedford, . . .	12,353	33	4 50	265	19 50	153
265 Southwick, . . .	5,299	193	5 40	187	18 00	208
266 Mattapoisett, . . .	9,777	54	3 41	322	12 50	326
267 Lincoln, . . .	30,079	6	2 83	332	12 00	331
268 Middleton, . . .	7,276	112	4 23	281	20 00	132
269 North Reading, . .	6,327	143	4 63	254	20 00	133
270 West Brookfield, .	6,185	148	4 66	252	19 00	166
271 Sunderland, . . .	3,608	317	9 10	8	16 00	267
272 West Stockbridge, .	4,270	269	7 42	57	22 00	65
273 Norfolk, . . .	6,618	127	5 62	169	16 50	251
274 Hinsdale, . . .	3,829	300	5 92	150	17 00	233
275 Erving, . . .	4,981	213	5 58	172	14 50	295
276 Rochester, . . .	5,778	169	4 95	224	12 00	332

SCHOOL RETURNS.

lxxxvii

AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

PUBLIC DAY ELEMENTARY SCHOOLS, YEAR ENDING JUNE 30, 1916.

Principals and teachers.	Average number of days in session.	Average membership.	EXPENDITURE FOR SUPPORT, EXCLUSIVE OF GENERAL CONTROL.		EXPENDITURE FOR SALARIES AND EXPENSES OF PRINCIPALS AND SUPERVISORS, AND FOR SALARIES OF TEACHERS.		EXPENDITURE FOR TEXT-BOOKS.	
			Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.
53	54	55	56	57	58	59	60	61
20	178	714	\$17,087	\$23 93	\$11,763	\$16 47	\$396	\$0 55
22	185	676	17,554	25 97	3,491	5 16	—	—
20	165	604	13,010	21 54	8,304	13 75	382	63
16	169	479	10,598	22 13	7,112	14 85	370	77
16	177	499	14,440	28 94	8,875	17 78	480	96
17	168	412	14,044	34 09	6,788	16 48	425	1 03
16	170	423	11,343	26 82	7,729	18 27	160	38
14	170	416	9,538	22 93	6,047	14 54	348	84
12	178	217	9,059	41 75	5,998	27 64	228	1 05
15	171	427	11,520	26 98	6,202	14 52	101	23
9	178	354	9,866	27 87	5,126	14 48	271	77
12	169	289	19,379	67 06	9,718	33 63	423	1 46
15	170	370	6,607	17 86	5,275	14 26	120	32
10	180	309	9,872	31 95	5,530	17 90	264	85
11	176	319	8,068	25 29	5,064	15 87	214	51
8	177	294	6,982	23 75	4,476	15 22	107	36
11	170	260	7,888	30 34	4,706	18 10	72	28
12	169	403	8,594	21 33	5,870	14 57	465	1 15
16	171	323	8,460	26 19	5,974	18 50	72	22
8	178	268	6,478	24 17	3,967	14 80	133	50
10	177	263	6,823	25 94	4,981	18 94	116	44
9	183	213	8,421	39 54	4,591	21 55	300	1 41
9	168	273	5,973	21 88	3,782	13 85	303	1 11
10	171	277	6,047	21 83	4,561	16 47	150	54
10	153	231	8,234	35 65	4,529	19 61	15	06
8	178	209	7,192	34 41	4,276	20 46	228	1 09
10	178	237	7,269	30 67	5,032	21 23	154	65
8	177	237	6,327	26 70	4,164	17 57	100	42
8	173	195	6,246	32 03	3,322	17 04	155	79
9	176	214	10,580	49 44	5,675	26 52	153	71
9	187	227	5,907	26 02	4,412	19 44	38	17
9	185	212	10,686	50 41	5,752	27 13	190	90
5	176	161	7,190	44 66	4,180	25 96	250	1 55
11	167	177	5,457	30 83	4,505	25 45	64	36
8	188	240	7,152	29 80	4,751	19 80	148	62
6	172	172	10,120	58 84	4,530	26 34	131	76
4	172	127	5,382	42 38	2,433	19 16	144	1 13
5	175	157	4,853	30 91	2,072	13 20	134	85
7	169	170	6,415	37 74	3,402	20 01	188	1 11
6	166	201	7,263	36 13	3,089	15 37	253	1 26
7	168	142	4,793	33 75	3,159	22 25	88	62
6	178	177	6,410	36 21	3,458	19 54	256	1 45
9	175	205	5,739	28 00	4,171	20 35	111	54
8	180	221	6,869	31 08	3,777	17 09	140	63
8	170	182	5,898	32 40	3,760	20 66	98	54

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

	TOWNS.	EVENING AND VACATION SCHOOLS ¹ YEAR ENDING JUNE 30, 1916.		HIGH
		Expenditure for support of evening schools, ex- clusive of general con- trol.	Expenditure for support of vacation schools, ex- clusive of general con- trol.	
		62	63	76
232	Agawam,	-	-	75
233	Dracut,	-	-	80
234	Auburn,	-	-	32
235	Seekonk,	-	-	45
236	West Bridgewater,	-	-	- ¹
237	Deerfield,	-	-	- ¹
238	Hatfield,	-	-	- ¹
239	Swansea,	-	-	46
240	Wilbraham,	\$593	-	34 ²
241	Dighton,	-	-	35
242	Acushnet,	-	-	32
243	Hull,	-	-	44
244	Rehoboth,	-	-	31
245	Acton,	-	-	82
246	Ashburnham,	84	-	- ¹
247	Georgetown,	-	-	- ¹
248	Bellingham,	-	-	29
249	East Longmeadow,	-	-	57
250	Colrain,	-	-	29
251	Raynham,	-	-	37
252	Hanson,	-	-	29
253	Longmeadow,	-	-	70
254	Salisbury,	-	-	29
255	Freetown,	-	-	21
256	Sturbridge,	-	-	20
257	Newbury,	-	-	22
258	Buckland,	-	-	46
259	Cheshire,	-	-	36
260	Lakeville,	-	-	36
261	Marion,	-	-	2 ²
262	Rowley,	-	-	73
263	Westwood,	-	-	46
264	Bedford,	-	-	40
265	Southwick,	-	-	12
266	Mattapoisett,	-	-	40
267	Lincoln,	-	-	39
268	Middleton,	-	-	28
269	North Reading,	-	-	45
270	West Brookfield,	-	-	37
271	Sunderland,	-	-	35
272	West Stockbridge,	-	-	36
273	Norfolk,	-	-	33
274	Hinsdale,	-	-	32
275	Erving,	38	-	23
276	Rochester,	-	-	20

¹ Pupils attend local academy.

AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

SCHOOL EDUCATION FOR YEAR ENDING JUNE 30, 1916.

EXPENDITURE FOR TUITION AND TRANSPORTATION TO HIGH SCHOOLS IN OTHER TOWNS OR CITIES.				Reimbursement payable by the State, fall, 1916.	NET COST TO TOWN FOR HIGH SCHOOL EDUCATION.	
For tuition.	For transportation.	Total.	Average amount per pupil.		Amount.	Average amount per pupil.
77	78	79	80	81	82	83
\$3,969 25	\$700 00	\$4,669 25	\$62 26	-	\$4,669 25	\$62 26
4,412 30	-	4,412 30	55 15	-	4,412 30	55 15
2,271 50	410 00	2,681 50	83 80	-	2,681 50	83 80
2,808 64	1,173 70	3,982 34	88 50	-	3,982 34	88 50
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
3,401 25	1,230 00	4,631 25	100 68	-	4,631 25	100 68
3,454 50	801 12	4,255 62	125 17	\$2,268 62	1,987 00	58 44
2,538 75	671 75	3,210 50	91 73	-	3,210 50	91 73
2,227 50	918 75	3,146 25	98 32	2,032 50	1,113 75	34 80
2,270 64	987 20	3,257 84	74 04	-	3,257 84	74 04
1,995 00	834 38	2,829 38	91 27	1,414 69	1,414 69	45 64
6,011 80	1,872 98	7,884 78	96 16	-	7,884 78	96 16
-	-	-	-	-	-	-
-	-	-	-	-	-	-
999 74	600 00	1,599 74	55 16	844 70	755 04	26 04
5,017 50	638 95	5,656 45	99 24	3,147 70	2,508 75	44 01
1,580 00	989 25	2,569 25	88 59	2,569 25	-	-
2,150 00	630 00	2,780 00	75 14	2,780 00	-	-
1,155 00	428 09	1,583 09	54 59	-	1,583 09	54 59
7,035 00	558 30	7,593 30	108 48	-	7,593 30	108 48
1,344 28	350 00	1,694 28	58 42	672 14	1,022 14	35 25
1,256 26	465 67	1,721 93	82 00	1,093 80	628 13	29 91
1,059 00	524 00	1,583 00	79 15	1,500 95	82 05	4 10
943 83	325 00	1,268 83	57 67	411 02	857 81	38 99
2,587 50	691 00	3,278 50	71 27	1,285 00	1,993 50	43 34
1,194 00	820 00	2,014 00	55 94	1,937 00	77 00	2 14
1,846 12	774 65	2,620 77	72 80	1,697 71	923 06	25 64
16 88	8 60	25 48	12 74	-	25 48	12 74
3,826 50	847 00	4,673 50	64 02	1,913 25	2,760 25	37 81
2,478 00	760 00	3,238 00	70 39	-	3,238 00	70 39
2,718 87	518 00	3,236 87	80 92	360 00	2,876 87	79 91
719 00	630 60	1,349 60	112 47	1,348 10	1 50	12
-	848 00	848 00	21 20	-	848 00	21 20
3,255 56	900 09	4,155 65	106 56	-	4,155 65	106 56
1,350 00	450 00	1,800 00	64 28	1,350 00	450 00	16 07
2,412 00	400 00	2,812 00	62 49	2,584 83	227 17	5 05
1,328 63	450 00	1,778 63	48 07	1,067 39	711 24	19 22
950 00	615 00	1,565 00	44 71	1,491 24	73 76	2 11
2,455 00	1,145 95	3,600 95	100 03	2,875 35	725 60	20 16
1,471 50	628 37	2,099 87	63 63	1,319 15	780 72	23 66
1,430 00	692 20	2,122 20	66 32	2,059 65	62 55	1 95
1,443 50	504 00	1,947 50	84 67	925 60	1,021 90	44 43
1,225 00	752 35	1,977 35	98 86	1,211 34	766 01	28 30

² Not including pupils attending Wilbraham Academy.

BOARD OF EDUCATION.

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

	TOWNS.	Population, State Census, 1915.	Valuation, as of April 1, 1915.	TEACHING STAFF IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — JAN. 1, 1916.			
				Principals.	Supervisors.	Teachers.	Total.
		1	2	3	4	5	6
277	Whately,	1,118	\$759,836	2	2	5	9
278	Clarksburg,	1,114	299,414	—	—	7	7
279	Lynnfield,	1,112	1,345,205	—	2	5	7
280	Harvard,	1,104	2,042,247	—	3	4	7
281	Russell,	1,104	1,784,891	—	2	9	11
282	Lanesborough,	1,089	781,737	—	—	7	7
283	Hubbardston,	1,084	793,775	—	1	7	8
284	Wenham,	1,068	3,662,150	—	—	7	7
285	Berkley,	985	571,277	—	—	8	8
286	Becket,	973	691,305	—	2	7	9
287	Tyngsborough,	967	753,430	—	3	4	7
288	Gill,	951	515,851	—	2	6	8
289	Southampton,	950	602,789	—	1	8	9
290	Berlin,	865	670,330	—	2	6	8
291	Royalston,	862	747,654	—	1	8	9
292	Enfield,	806	805,690	—	—	6	6
293	Granville,	784	541,634	—	—	9	9
294	Boylston,	783	570,825	—	3	4	7
295	Leverett,	779	383,144	—	1	5	6
296	Burlington,	751	973,437	1	2	5	8
297	Boxford,	714	1,353,713	—	2	6	8
298	Dana,	712	468,883	—	2	4	6
299	Hampden,	670	486,065	—	2	6	8
300	Truro,	663	519,200	—	—	5	5
301	Cummington,	660	370,101	—	1	6	7
302	Halifax,	638	694,061	—	1	3	4
303	Blandford,	623	692,964	—	2	7	9
304	Worthington,	618	382,845	—	1	8	9
305	Egremont,	599	569,602	—	1	3	4
306	Plympton,	599	465,513	—	1	3	4
307	Richmond,	564	654,269	—	1	6	7
308	Sandisfield,	564	434,528	—	—	7	7
309	Chesterfield,	559	371,629	—	1	6	7
310	Eastham,	545	479,495	—	1	3	4
311	Oakham,	527	386,087	—	2	5	7
312	Savoy,	524	196,755	—	—	6	6
313	Hancock,	514	452,706	—	—	6	6
314	Pelham,	499	441,302	—	1	5	6
315	Carlisle,	490	660,527	—	—	3	3
316	Warwick,	477	455,270	—	—	3	3
317	Paxton,	471	421,493	—	1	3	4
318	New Braintree,	453	422,262	—	2	3	5
319	Otis,	442	299,764	—	—	6	6
320	West Tisbury,	441	663,559	—	—	4	4
321	Westhampton,	430	272,082	—	—	6	6

SCHOOL RETURNS.

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AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

PUPILS IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — YEAR ENDING JUNE 30, 1916.					SCHOOL CENSUS, SEPT. 1, 1915.			
Pupils enrolled.	Aggregate days' at- tendance.	Average daily at- tendance.	Average number of days in session.	Average mem- ber- ship.	Persons 5 to 7 years.	Persons 7 to 14 years.	Persons 14 to 16 years.	Illiterates 16 to 21 years.
7	8	9	10	11	12	13	14	15
176	22,496	135	167	154	63	149	23	6
170	23,040	133	173	146	44	160	51	-
145	20,742	121	171	131	40	110	35	-
118	18,305	102	179	109	19	98	32	-
218	30,143	163	185	179	44	127	21	7
195	24,862	144	173	160	30	144	35	-
180	26,632	155	172	169	33	147	30	-
155	23,203	136	171	146	28	137	31	-
177	24,950	148	170	159	25	141	47	-
187	22,216	133	166	145	39	118	39	-
148	21,312	121	182	138	42	136	30	-
160	21,237	123	170	134	29	120	21	-
156	17,400	110	171	122	27	123	12	-
159	22,547	136	166	145	29	113	22	-
161	23,118	135	171	146	20	112	26	-
178	28,054	166	169	175	13	139	28	-
142	17,631	105	168	117	16	95	32	-
149	22,448	132	170	142	21	122	31	-
172	22,447	133	169	150	42	113	23	-
121	17,945	101	179	109	21	84	5	2
123	18,323	96	191	103	34	97	23	-
104	15,498	90	172	100	28	73	29	-
147	21,411	121	177	131	18	95	23	-
121	18,423	102	182	109	20	89	33	-
100	13,856	86	162	92	18	78	22	-
91	12,514	72	174	84	22	71	18	-
114	13,771	86	160	97	9	78	21	1
92	11,620	69	170	78	10	69	12	-
71	10,580	61	172	66	10	60	7	-
89	12,400	71	174	80	13	68	12	-
92	13,356	78	171	83	19	79	13	-
110	13,454	83	161	92	26	77	15	-
90	10,862	69	163	81	15	70	20	-
103	14,550	87	168	93	15	91	18	-
105	13,878	86	161	94	15	78	20	-
121	14,391	95	152	105	23	93	23	-
97	11,696	70	167	82	18	62	21	-
98	13,175	78	169	83	34	77	25	-
73	10,827	63	170	69	11	52	8	2
56	11,598	65	169	77	14	72	22	-
61	8,641	52	165	58	11	58	16	1
60	8,409	54	152	56	13	55	17	-
106	11,690	70	167	81	20	65	8	1
70	8,857	54	165	62	11	55	13	2
75	10,268	61	169	68	10	58	16	-

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

TOWNS.	ITEMIZED EXPENDITURES FOR SUPPORT OF ALL			
	GENERAL CONTROL.		INSTRUCTION.	
	School committee and business offices.	Superintendents' salaries and office expenses.	Principals' salaries and expenses.	Supervisors' salaries and expenses.
	16	17	18	19
277 Whately,	\$114 35	\$248 06	\$820 80	\$281 00
278 Clarksburg,	60 00	514 20	-	-
279 Lynnfield,	65 51	400 82	1,295 00	375 00
280 Harvard,	88 30	393 32	-	318 94
281 Russell,	150 00	475 06	-	312 00
282 Lanesborough,	145 00	569 03	-	283 00
283 Hubbardston,	95 00	411 76	-	210 00
284 Wenham,	110 00	524 76	608 00	520 45
285 Berkley,	-	-	355 44	-
286 Becket,	150 55	469 87	-	380 00
287 Tyngsborough,	30 10	221 48	640 00	154 45
288 Gill,	75 00	353 00	-	160 00
289 Southampten,	65 00	112 50	-	-
290 Berlin,	76 20	278 85	-	300 00
291 Royalston,	128 09	405 00	-	270 00
292 Enfield,	115 00	420 00	-	-
293 Granville,	55 00	450 72	-	-
294 Boylston,	112 00	233 34	-	263 00
295 Leverett,	91 00	388 42	-	123 20
296 Burlington,	31 30	375 00	675 00	144 68
297 Boxford,	25 00	317 33	-	450 00
298 Dana,	-	377 72	-	217 65
299 Hampden,	-	272 84	-	210 00
300 Truro,	90 00	289 82	-	-
301 Cummington,	54 10	340 93	-	65 25
302 Halifax,	57 57	214 83	-	135 00
303 Blandford,	-	352 54	-	290 00
304 Worthington,	20 18	405 99	-	323 00
305 Egremont,	-	262 00	-	228 00
306 Plympton,	55 00	235 53	-	135 00
307 Richmond,	25 00	516 60	-	330 00
308 Sandisfield,	88 52	415 39	-	-
309 Chesterfield,	58 85	400 12	-	-
310 Eastham,	-	326 39	-	79 92
311 Oakham,	77 15	277 34	-	306 00
312 Savoy,	132 85	510 00	-	-
313 Hancock,	62 55	402 96	-	-
314 Pelham,	-	350 00	-	84 56
315 Carlisle,	25 00	242 96	-	-
316 Warwick,	21 80	383 00	-	-
317 Paxton,	51 80	174 44	-	85 00
318 New Braintree,	35 56	474 18	-	147 00
319 Otis,	45 00	300 00	-	-
320 West Tisbury,	20 67	358 39	-	-
321 Westhampton,	51 25	67 50	-	-

SCHOOL RETURNS.

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AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

PUBLIC SCHOOLS — DAY, EVENING, VACATION — YEAR ENDING JUNE 30, 1916.

INSTRUCTION — <i>Con.</i>			OPERATION OF SCHOOL PLANT.		
Teachers' salaries.	Text-books.	Stationery, supplies and other expenses of instruction.	Janitor service.	Fuel.	Miscellaneous expenses of operation.
20	21	22	23	24	25
\$1,145 40	\$213 48	\$273 16	\$342 30	\$398 21	\$93 13
2,831 50	184 83	132 15	319 25	368 22	32 57
1,882 50	29 19	127 36	525 95	463 48	77 45
2,423 15	407 69	49 82	324 96	352 89	—
5,096 60	60 84	414 92	741 10	624 28	196 08
3,151 00	42 28	90 21	541 20	391 91	54 88
3,056 60	90 65	100 53	222 50	137 20	—
2,785 40	7 20	200 85	499 80	412 85	5 00
2,914 00	112 32	99 28	301 50	212 02	173 73
3,291 65	72 61	130 11	207 92	221 78	24 69
1,585 00	133 93	275 40	423 85	813 62	82 94
2,540 00	42 12	91 34	184 25	183 98	—
2,184 82	—	205 85	93 40	179 34	12 84
3,025 00	59 92	139 00	543 50	480 93	183 80
3,370 50	66 31	105 77	310 62	387 55	8 88
3,119 00	230 00	107 02	342 40	207 51	73 40
3,115 00	73 43	98 97	131 25	116 05	12 00
2,000 00	98 05	186 65	468 00	305 00	78 82
1,941 50	55 15	52 51	72 65	75 85	1 75
1,831 00	53 97	123 67	225 00	304 32	10 95
2,511 00	29 65	49 16	242 00	200 00	37 80
1,764 00	58 25	67 55	360 25	171 86	35 09
2,644 83	140 61	283 10	218 60	232 28	208 12
2,288 00	186 67	—	66 00	99 68	5 20
2,054 00	55 57	52 28	88 30	78 81	9 82
1,478 50	37 37	87 20	177 65	143 80	—
2,533 00	45 52	31 96	16 00	67 65	27 97
2,918 00	63 54	108 07	107 77	127 50	30 80
1,976 00	—	141 10	141 75	151 26	63 08
1,289 92	55 98	68 47	150 00	59 90	—
2,926 00	86 51	196 77	150 25	139 25	—
2,341 00	23 79	113 63	83 50	187 50	1 05
2,438 10	164 56	158 97	77 60	56 99	—
1,620 00	25 57	196 87	216 00	90 62	—
1,909 50	137 02	97 04	111 60	100 82	—
2,038 40	142 98	103 28	16 50	67 50	—
2,218 00	53 11	49 93	107 62	82 44	—
2,160 00	35 86	43 80	82 78	125 27	72 75
1,389 00	55 00	121 44	361 40	235 77	16 99
1,188 00	70 14	22 69	199 00	41 75	12 02
1,211 60	44 31	49 28	204 00	184 05	—
1,432 80	58 48	125 01	96 75	32 50	15 04
2,162 00	50 48	228 77	44 00	187 00	49 20
1,933 50	89 41	74 18	243 00	72 25	14 90
1,974 75	56 35	37 54	56 75	79 50	7 21

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

	TOWNS.	ITEMIZED EXPENDITURES FOR SUPPORT OF ALL PUBLIC YEAR ENDING			
		Repairs, replacement, and upkeep.	Libraries.	Promotion of health.	Transportation.
		26	27	28	29
277	Whately,	\$276 06	-	\$57 00	\$739 70
278	Clarksburg,	445 10	-	35 50	-
279	Lynnfield,	248 41	-	32 00	1,160 00
280	Harvard,	-	-	25 00	3,975 00
281	Russell,	287 10	-	-	663 20
282	Lanesborough,	288 23	-	40 00	441 85
283	Hubbardston,	153 65	-	30 00	3,359 00
284	Wenham,	268 83	-	3 50	560 00
285	Berkley,	241 58	-	-	552 75
286	Becket,	1,172 15	-	20 00	1,468 71
287	Tyngsborough,	580 58	-	100 00	2,555 75
288	Gill,	270 79	-	-	987 00
289	Southampton,	128 25	-	7 00	297 45
290	Berlin,	177 86	-	45 00	565 72
291	Royalston,	278 74	-	40 25	1,493 10
292	Enfield,	366 22	-	25 00	1,187 60
293	Granville,	213 71	-	25 00	894 20
294	Boylston,	218 83	-	75 00	2,558 00
295	Leverett,	73 86	-	75	868 50
296	Burlington,	94 12	-	26 00	1,275 00
297	Boxford,	-	-	35 00	380 00
298	Dana,	40 10	-	-	753 58
299	Hampden,	211 09	-	25 00	1,005 59
300	Truro,	236 44	-	-	72 00
301	Cummington,	143 50	-	30 00	1,119 85
302	Halifax,	122 05	-	-	2,118 60
303	Blandford,	41 75	-	15 00	1,018 50
304	Worthington,	252 27	-	48 50	806 09
305	Egremont,	56 23	-	-	158 00
306	Plympton,	71 76	-	25 00	623 52
307	Richmond,	199 61	-	30 00	288 61
308	Sandisfield,	116 97	-	20 00	534 25
309	Chesterfield,	181 27	-	48 00	678 90
310	Eastham,	113 66	-	25 00	1,720 00
311	Oakham,	205 84	-	20 00	1,194 10
312	Savoy,	206 95	-	28 00	195 00
313	Hancock,	45 51	-	30 00	237 00
314	Pelham,	226 41	-	12 50	299 52
315	Carlisle,	199 70	-	25 00	2,751 00
316	Warwick,	62 74	-	17 98	2,615 50
317	Paxton,	68 17	-	10 00	1,662 60
318	New Braintree,	128 78	-	15 00	790 60
319	Otis,	440 00	-	4 00	457 00
320	West Tisbury,	147 76	-	-	119 50
321	Westhampton,	109 28	-	25 00	-

SCHOOL RETURNS.

xcv

AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

SCHOOLS — DAY, EVENING, VACATION — JUNE 30, 1916 — <i>Con.</i>		EXPENDITURES FOR OUTLAY, YEAR ENDING JUNE 30, 1916.		
Miscellaneous etc.).	(tuition, Total for support.	New grounds, buildings and alterations.	New equipment.	Total for outlay.
30	31	32	33	34
\$1,471 69	\$6,474 34	\$12,000 00	-	\$12,000 00
930 69	5,854 01	-	\$15 25	15 25
1,650 44	8,338 11	880 96	-	880 96
47 45	8,406 52	-	-	-
643 53	9,664 71	5,664 36	657 45	6,321 81
1,000 00	7,038 59	2,491 00	79 41	2,570 41
1,027 00	8,893 89	-	-	-
3,028 77	9,535 41	-	-	-
1,430 25	6,392 87	-	-	-
1,551 50	9,161 54	-	-	-
1,373 54	8,970 64	16,003 22	-	16,003 22
742 77	5,630 25	-	-	-
1,043 00	4,329 45	128 25	-	128 25
1,069 39	6,945 17	1,000 00	-	1,000 00
581 67	7,446 48	-	-	-
1,111 06	7,304 21	50 00	-	50 00
1,070 00	6,255 33	-	-	-
1,056 38	7,653 07	100 00	-	100 00
242 10	3,987 24	-	-	-
1,587 43	6,757 44	-	5 20	5 20
554 00	4,830 94	-	-	-
344 38	4,190 43	-	-	-
1,602 50	7,054 56	-	-	-
160 00	3,493 81	-	-	-
1,048 50	5,140 91	270 54	-	270 54
725 00	5,297 57	-	-	-
551 00	4,990 89	-	34 99	34 99
713 50	5,925 21	-	77 36	77 36
817 20	3,994 62	-	-	-
941 29	3,711 37	-	-	-
677 96	5,566 56	-	-	-
141 50	4,067 10	-	-	-
502 02	4,765 38	-	-	-
567 50	4,981 53	-	-	-
1,442 25	5,878 66	-	-	-
90 75	3,532 21	-	-	-
211 08	3,500 20	-	-	-
545 00	4,038 45	-	-	-
2,056 55	7,479 81	-	-	-
518 75	5,153 37	-	-	-
1,442 94	5,188 19	-	-	-
1,071 18	4,422 88	-	-	-
250 00	4,217 45	-	-	-
399 30	3,472 86	133 21	-	133 21
140 00	2,605 13	-	-	-

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

	TOWNS.	TOTAL EXPENDITURE FOR SUPPORT OF ALL PUBLIC SCHOOLS —					
		FROM LOCAL TAXATION.			FROM STATE (INCLUDING INCOME FROM MASSACHUSETTS SCHOOL FUND).		
		Amount.	Per pupil in average membership.	Rank.	Amount.	Per pupil in average membership.	Rank.
		35	36	37	38	39	40
277	Whately, . . .	\$3,833 99	\$24 90	293	\$1,905 33	\$12 37	94
278	Clarksburg, . . .	2,825 70	19 35	339	2,553 75	14 49	82
279	Lynnfield, . . .	5,634 57	43 01	63	2,022 54	15 44	79
280	Harvard, . . .	6,979 07	64 03	10	1,427 45	13 10	88
281	Russell, . . .	8,957 74	50 04	35	1,183 95	6 61	142
282	Lanesborough, . . .	5,524 32	34 52	150	3,526 42	22 04	49
283	Hubbardston, . . .	5,274 35	31 21	205	3,545 22	20 98	56
284	Wenham, . . .	8,056 38	55 18	19	312 50	2 14	196
285	Berkley, . . .	3,128 85	19 68	336	3,000 12	18 87	68
286	Becket, . . .	5,222 52	36 02	128	3,349 87	23 10	42
287	Tyngsborough, . . .	4,543 21	32 92	178	2,917 39	21 14	53
288	Gill, . . .	3,062 11	22 85	314	2,823 07	21 06	54
289	Southampton, . . .	2,925 00	23 98	302	2,122 30	17 40	75
290	Berlin, . . .	3,493 26	24 09	299	3,180 85	21 94	50
291	Royalston, . . .	4,103 44	28 11	252	2,677 51	18 34	71
292	Enfield, . . .	4,495 32	25 69	286	3,413 48	19 51	60
293	Granville, . . .	3,498 93	29 90	223	3,397 12	29 04	32
294	Boylston, . . .	4,669 26	32 88	179	2,891 27	20 36	58
295	Leverett, . . .	2,125 85	14 17	351	2,209 22	14 73	81
296	Burlington, . . .	4,454 16	40 86	74	1,348 32	12 37	95
297	Boxford, . . .	3,119 49	30 29	219	1,171 62	11 37	102
298	Dana, . . .	2,347 00	23 47	311	2,618 03	26 18	36
299	Hampden, . . .	2,302 04	17 57	345	2,893 75	22 09	48
300	Truro, . . .	1,780 36	16 33	346	1,976 00	18 13	74
301	Cummington, . . .	1,937 67	21 06	324	3,887 02	42 25	15
302	Halifax, . . .	3,307 32	39 37	86	2,346 05	27 93	33
303	Blandford, . . .	3,768 42	38 85	92	2,578 72	26 58	35
304	Worthington, . . .	2,352 74	30 16	220	3,037 27	38 94	20
305	Egremont, . . .	1,750 00	26 52	276	1,618 67	24 53	38
306	Plympton, . . .	1,623 73	20 30	332	1,705 07	21 31	52
307	Richmond, . . .	3,074 07	37 04	115	2,432 59	29 31	31
308	Sandisfield, . . .	2,240 22	24 35	298	1,687 54	18 34	72
309	Chesterfield, . . .	2,148 14	26 52	277	1,965 76	24 27	41
310	Eastham, . . .	2,683 19	28 85	237	1,809 11	19 45	61
311	Oakham, . . .	1,467 58	15 61	347	3,165 07	33 67	26
312	Savoy, . . .	1,536 08	14 63	349	1,631 30	15 54	78
313	Hancock, . . .	1,717 89	20 95	325	1,584 12	19 32	62
314	Pelham, . . .	1,796 48	21 64	322	1,839 71	22 17	46
315	Carlisle, . . .	3,049 90	44 20	53	3,752 60	54 39	5
316	Warwick, . . .	2,353 10	30 56	215	2,944 82	38 24	21
317	Paxton, . . .	2,232 58	38 49	96	2,776 69	47 87	10
318	New Braintree, . . .	2,100 00	37 50	110	2,600 99	46 45	12
319	Otis, . . .	1,459 29	18 02	343	1,771 54	21 87	51
320	West Tisbury, . . .	1,854 69	29 91	221	1,516 32	24 46	39
321	Westhampton, . . .	1,200 00	17 65	344	967 93	14 23	84

SCHOOL RETURNS.

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AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

DAY, EVENING, VACATION — YEAR ENDING DEC. 31, 1915.				INCOME FROM MASSACHUSETTS SCHOOL FUND.	
Amount from other sources.	FROM ALL SOURCES.			Paid to town Jan. 25, 1915.	Balance unexpended, Dec. 31, 1915.
	Amount.	Per pupil in av- erage mem- bership.	Rank.		
41	42	43	44	45	46
-	\$5,739 32	\$37 27	221	\$1,071 61	-
-	5,379 45	36 84	227	1,089 42	\$0 67
\$385 00	8,042 11	61 39	48	767 29	-
-	8,406 52	77 12	17	921 62	584 67
-	10,141 69	56 66	60	767 29	767 29
-	9,050 74	56 57	61	1,071 62	-
48 00	8,867 57	52 47	85	917 29	-
39 50	8,408 38	57 59	56	-	-
48 00	6,176 97	38 85	201	1,071 62	-
36 00	8,608 39	59 37	53	1,328 83	-
153 10	7,613 70	55 17	69	1,328 82	-
150 00	6,035 18	45 04	135	1,328 82	-
-	5,047 30	41 37	166	917 29	-
431 50	7,105 61	49 00	104	1,328 83	-
420 35	7,201 30	49 32	100	1,328 82	12 27
-	7,908 80	45 19	133	1,071 62	-
152 50	7,048 55	60 24	50	1,071 62	-
-	7,560 53	53 24	81	1,328 83	123 49
-	4,335 07	28 90	331	1,271 62	-
87 50	5,889 98	54 04	71	1,071 62	-
136 50	4,427 61	42 99	156	921 62	-
68 50	5,033 53	50 34	96	1,192 30	-
-	5,195 79	39 66	188	1,271 62	-
108 00	3,864 36	35 45	255	1,346 61	-
40 00	5,864 69	63 75	39	1,346 62	36 50
54 00	5,707 37	67 94	29	917 30	477 03
179 00	6,526 14	67 28	32	917 30	-
330 61	5,720 62	73 34	21	1,346 61	-
-	3,368 67	51 04	92	917 30	-
-	3,328 80	41 61	164	1,014 41	-
76 00	5,582 66	67 26	33	917 29	170 76
77 40	4,005 16	43 53	150	1,192 29	-
-	4,113 90	50 79	94	1,528 83	-
502 00	4,994 30	53 70	76	1,117 30	-
218 00	4,850 65	51 59	90	1,271 62	-
24 00	3,191 38	30 39	314	1,346 62	280 52
-	3,302 01	40 27	179	1,271 62	-
-	3,636 19	43 81	148	1,014 41	-
20 20	6,822 70	98 88	4	1,346 62	30 60
20 20	5,318 12	69 07	25	1,528 82	-
-	5,009 27	86 37	9	1,192 29	-
18 00	4,718 99	84 27	12	1,117 29	42 55
379 00	3,609 83	44 57	140	1,192 29	-
130 71	3,501 72	56 48	62	1,328 82	-
303 79	2,471 72	36 35	241	1,089 41	856 76

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

TOWNS.	VALUATION OF 1915 PER PUPIL IN AVERAGE MEMBERSHIP, YEAR ENDING JUNE 30, 1916.		EXPENDITURE PER \$1,000 VALUATION FOR SCHOOL SUPPORT FROM LOCAL TAXATION, YEAR ENDING DEC. 31, 1915.		RATE OF TOTAL TAX PER \$1,000 VALUATION, 1915.	
	Amount.	Rank.	Amount.	Rank.	Amount.	Rank.
	47	48	49	50	51	52
277 Whately,	\$4,934	219	\$5 05	212	\$15 50	276
278 Clarksburg,	2,052	351	9 44	6	23 00	38
279 Lynnfield,	10,269	50	4 19	286	17 00	234
280 Harvard,	18,736	20	3 42	321	11 00	341
281 Russell,	9,971	52	5 02	217	15 00	290
282 Lanesborough,	4,886	223	7 07	75	15 20	281
283 Hubbardston,	4,697	236	6 64	101	22 70	44
284 Wenham,	25,083	11	2 20	343	7 60	349
285 Berkley,	3,593	319	5 48	180	14 50	296
286 Becket,	4,768	230	7 55	50	20 00	134
287 Tyngsborough,	5,460	183	6 03	144	17 50	222
288 Gill,	3,850	297	5 94	148	19 00	168
289 Southampton,	4,941	216	4 85	238	18 50	182
290 Berlin,	4,623	245	5 21	200	14 00	305
291 Royalston,	5,121	205	5 49	179	16 60	246
292 Enfield,	4,604	247	5 58	173	16 00	268
293 Granville,	4,629	244	6 46	109	22 00	66
294 Boylston,	4,020	286	8 11	27	15 30	278
295 Leverett,	2,554	349	5 55	177	21 00	97
296 Burlington,	8,931	66	4 58	258	14 00	306
297 Boxford,	13,143	29	2 30	340	9 30	347
298 Dana,	4,689	240	5 01	218	18 50	183
299 Hampden,	3,710	308	4 47	245	12 00	333
300 Truro,	4,763	232	3 43	318	15 00	291
301 Cummington,	4,023	295	5 24	196	22 50	47
302 Halifax,	8,263	84	4 76	243	15 00	292
303 Blandford,	7,144	114	5 44	185	20 25	117
304 Worthington,	4,908	221	6 15	133	21 50	82
305 Egremont,	8,630	71	3 07	329	13 10	318
306 Plympton,	5,819	164	3 49	314	16 75	241
307 Richmond,	7,883	94	4 70	247	23 00	39
308 Sandisfield,	4,723	235	5 16	202	21 40	85
309 Chesterfield,	4,588	248	8 47	20	18 70	178
310 Eastham,	5,156	201	5 60	171	17 00	235
311 Oakham,	4,107	282	3 80	300	18 10	194
312 Savoy,	1,874	352	7 81	36	27 00	2
313 Hancock,	5,521	181	3 79	301	14 30	298
314 Pelham,	5,317	192	4 07	291	14 80	294
315 Carlisle,	9,573	55	4 62	255	11 60	335
316 Warwick,	5,913	159	5 17	203	18 50	184
317 Paxton,	7,267	113	5 30	194	16 50	252
318 New Braintree,	7,540	101	4 97	222	18 50	185
319 Otis,	3,701	309	4 87	232	18 50	186
320 West Tisbury,	10,703	45	2 80	333	9 00	348
321 Westhampton,	4,001	288	4 41	274	19 50	154

SCHOOL RETURNS.

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AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

PUBLIC DAY ELEMENTARY SCHOOLS, YEAR ENDING JUNE 30, 1916.

Principals and teachers.	Average number of days in session.	Average membership.	EXPENDITURE FOR SUPPORT, EXCLUSIVE OF GENERAL CONTROL.		EXPENDITURE FOR SALARIES AND EXPENSES OF PRINCIPALS AND SUPERVISORS, AND FOR SALARIES OF TEACHERS.		EXPENDITURE FOR TEXT-BOOKS.	
			Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.
53	54	55	56	57	58	59	60	61
7	167	154	\$5,585	\$36 26	\$2,247	\$14 59	\$213	\$1 38
7	173	146	4,440	30 41	2,832	19 40	185	1 27
5	171	131	5,718	43 64	3,553	27 12	29	22
4	179	109	7,730	70 92	2,742	25 16	215	1 97
9	185	179	8,442	47 16	5,409	30 22	61	34
7	173	160	5,017	31 36	3,434	21 46	42	26
7	172	169	5,820	34 44	3,267	19 33	91	54
7	171	146	5,491	37 61	3,914	26 81	7	05
8	170	159	4,410	27 74	3,269	20 56	112	70
7	166	145	6,014	41 47	3,672	25 32	73	50
4	182	138	7,039	51 01	2,379	17 24	134	97
6	170	134	4,195	31 31	2,700	20 15	42	31
8	171	122	3,735	30 61	2,185	17 91	—	—
6	166	145	5,174	35 68	3,325	22 93	60	41
8	171	146	5,723	39 20	3,641	24 94	66	45
6	169	175	5,291	30 23	3,119	17 82	230	1 31
9	168	117	4,060	34 70	3,115	26 62	73	62
4	170	142	5,973	42 06	2,263	15 94	98	69
5	169	150	3,174	21 16	2,065	13 77	55	37
6	179	109	4,535	41 61	2,651	24 32	54	50
6	191	103	4,489	43 58	2,961	28 75	30	29
4	172	100	3,132	31 32	1,982	19 82	58	58
6	177	131	4,354	33 24	2,855	21 79	141	1 08
5	182	109	2,882	26 44	2,288	20 99	187	1 72
6	162	92	3,104	33 74	2,119	23 03	56	61
3	174	84	3,473	41 35	1,614	19 21	37	44
7	160	97	3,820	39 38	2,823	29 10	46	48
8	170	78	4,317	55 35	3,241	41 55	64	82
3	172	66	2,757	41 77	2,204	33 39	—	—
3	174	80	2,120	26 50	1,425	17 81	56	70
6	171	83	4,086	49 23	3,256	39 23	87	1 05
7	161	92	3,452	37 52	2,341	25 45	24	26
6	163	81	3,824	47 21	2,438	30 10	165	2 04
3	168	93	3,453	37 13	1,700	18 28	26	28
5	161	94	3,153	33 54	2,216	23 57	137	1 46
6	152	105	2,634	25 09	2,038	19 41	143	1 36
6	167	82	2,588	31 56	2,218	27 05	53	65
5	169	83	3,143	37 87	2,245	27 05	36	43
3	170	69	4,105	59 49	1,389	20 13	55	80
3	169	77	3,521	45 73	1,188	15 43	70	91
3	165	58	2,471	42 60	1,297	22 36	44	76
3	152	56	2,501	44 66	1,580	28 21	58	1 04
6	167	81	3,518	43 43	2,162	26 69	50	62
3	165	56	2,163	38 62	1,591	28 41	65	1 16
6	169	68	2,371	34 87	1,975	29 04	56	82

BOARD OF EDUCATION.

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

	TOWNS.	EVENING AND VACATION SCHOOLS, YEAR ENDING JUNE 30, 1916.		HIGH
		Expenditure for support of evening schools, ex- clusive of general con- trol.	Expenditure for support of vacation schools, ex- clusive of general con- trol.	
		62	63	76
277	Whately,	-	-	7
278	Clarksburg,	-	-	30
279	Lynnfield,	-	-	35
280	Harvard,	-	-	- ¹
281	Russell,	-	-	9
282	Lanesborough,	-	-	25
283	Hubbardston,	-	-	28
284	Wenham,	-	-	56
285	Berkley,	-	-	29
286	Becket,	-	-	26
287	Tyngsborough,	-	-	22
288	Gill,	-	-	28
289	Southampton,	-	-	18
290	Berlin,	-	-	29
291	Royalston,	-	-	14
292	Enfield,	-	-	19
293	Granville,	-	-	14
294	Boylston,	-	-	20
295	Leverett,	-	-	4
296	Burlington,	-	-	31
297	Boxford,	-	-	- ¹
298	Dana,	-	-	12
299	Hampden,	-	-	17
300	Truro,	-	-	14
301	Cummington,	-	-	20
302	Halifax,	-	-	16
303	Blandford,	-	-	6
304	Worthington,	-	-	13
305	Egremont,	-	-	11
306	Plympton,	-	-	7
307	Richmond,	-	-	13
308	Sandisfield,	-	-	3
309	Chesterfield,	-	-	6
310	Eastham,	-	-	17
311	Oakham,	-	-	17
312	Savoy,	-	-	2
313	Hancock,	-	-	4
314	Pelham,	-	-	18
315	Carlisle,	-	-	25
316	Warwick,	-	-	18
317	Paxton,	-	-	23
318	New Braintree,	-	-	21
319	Otis,	-	-	5
320	West Tisbury,	-	-	7
321	Westhampton,	-	-	3

¹ Pupils attend local academy.

SCHOOL RETURNS.

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AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

SCHOOL EDUCATION FOR YEAR ENDING JUNE 30, 1916.

EXPENDITURE FOR TUITION AND TRANSPORTATION TO HIGH SCHOOLS IN OTHER TOWNS OR CITIES.				Reimbursement payable by the State, fall, 1916.	NET COST TO TOWN FOR HIGH SCHOOL EDUCATION.	
For tuition.	For transportation.	Total.	Average amount per pupil.		Amount.	Average amount per pupil.
77	78	79	80	81	82	83
\$397 00	\$191 50	\$588 50	\$84 07	\$492 75	\$95 75	\$13 68
1,245 00	—	1,245 00	41 50	1,245 00	—	—
1,587 50	566 00	2,153 50	61 53	1,076 75	1,076 75	30 76
—	—	—	—	—	—	—
397 50	200 00	597 50	66 39	—	597 50	66 39
1,000 00	309 75	1,309 75	52 39	1,309 75	—	—
1,043 25	1,226 35	2,269 60	81 06	2,269 60	—	—
2,850 00	560 00	3,410 00	60 89	—	3,410 00	60 89
1,492 50	746 25	2,238 75	77 20	2,238 75	—	—
1,771 00	1,264 49	3,035 49	116 75	3,035 49	—	—
1,309 72	370 00	1,679 72	76 35	1,524 97	154 75	7 03
938 00	576 00	1,514 00	54 07	1,514 00	—	—
1,043 00	297 45	1,340 45	74 47	1,043 00	297 45	16 53
1,161 95	978 15	2,140 10	73 80	1,462 83	677 27	23 35
634 65	642 15	1,276 80	91 20	1,130 65	146 15	10 44
675 50	704 80	1,380 30	72 65	1,380 30	—	—
1,070 00	619 50	1,689 50	120 68	1,614 00	75 50	5 39
1,144 50	299 35	1,443 85	72 19	1,435 20	8 65	43
201 60	132 00	333 60	83 40	224 00	109 60	27 40
1,576 78	239 00	1,815 78	58 57	1,576 78	239 00	7 71
—	—	—	—	—	—	—
333 75	364 03	697 78	58 15	500 68	197 10	16 42
1,602 50	825 60	2,428 10	142 83	2,015 30	412 80	24 28
549 00	627 00	1,176 00	84 00	862 50	313 50	22 39
1,031 50	610 50	1,642 00	82 10	1,537 50	104 50	5 22
725 00	833 00	1,558 00	97 37	1,141 50	416 50	26 03
464 00	354 00	818 00	136 33	617 00	201 00	33 50
713 50	468 19	1,181 69	90 90	1,181 69	—	—
529 20 ²	158 00	687 20 ²	62 47	529 20	158 00	14 36
790 38	510 52	1,300 90	185 84	455 43	845 47	120 78
650 00	288 55	938 55	72 20	938 55	—	—
150 00	50 00	200 00	66 67	160 50	39 50	13 16
325 00	250 50	575 50	95 91	500 50	75 00	12 50
921 00	640 00	1,561 00	91 82	1,241 00	320 00	18 82
1,436 25	935 10	2,371 35	139 49	1,725 10	646 25	38 01
60 00	195 00	255 00	127 50	255 00	—	—
210 00	237 00	447 00	111 75	328 50	118 50	29 62
545 00	—	545 00	30 28	465 50	79 50	4 42
2,031 55	1,075 00	3,106 55	124 26	2,892 00	214 55	8 58
511 00	717 00	1,228 00	68 22	1,228 00	—	—
1,402 50	1,220 10	2,622 60	114 03	2,622 60	—	—
1,030 00	1,101 90	2,131 90	101 52	2,131 90	—	—
250 00	183 00	433 00	86 60	341 50	91 50	18 30
391 60	97 00	488 60 ¹	69 80	—	488 60	69 80
195 00	—	195 00	65 00	195 00	—	—

¹ Does not include \$288 expended for tuition for the previous school year.

² In addition, expended \$442 for one year of high school work with 8 pupils.

BOARD OF EDUCATION.

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

	TOWNS.	Population, State Census, 1915.	Valuation, as of April 1, 1915.	TEACHING STAFF IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — JAN. 1, 1916.			
				Principals.	Supervisors.	Teachers.	Total.
		1	2	3	4	5	6
322	Florida,	427	\$583,117	—	—	5	5
323	Hawley,	427	245,158	—	—	8	8
324	Greenwich,	426	262,060	—	2	2	4
325	Rowe,	424	252,521	—	—	5	5
326	Phillipston,	390	305,668	—	1	4	5
327	Wendell,	388	549,332	—	1	5	6
328	Heath,	383	245,940	—	1	4	5
329	Windsor,	375	294,192	—	—	5	5
330	Plainfield,	375	195,573	—	1	5	6
331	Dunstable,	362	425,695	—	1	2	3
332	Monterey,	358	387,695	—	—	4	4
333	Leyden,	344	246,671	2	2	5	9
334	Wales,	337	262,240	—	2	2	4
335	Tyringham,	327	353,277	—	—	2	2
336	Boxborough,	326	305,554	1	—	4	5
337	Middlefield,	325	217,883	—	2	7	9
338	Prescott,	299	215,229	—	1	4	5
339	Monroe,	296	251,403	—	—	2	2
340	Shutesbury,	292	382,861	—	1	3	4
341	Goshen,	289	245,952	—	1	4	5
342	Chilmark,	288	405,393	—	—	2	2
343	Washington,	275	306,271	—	—	4	4
344	Alford,	271	206,318	—	1	3	4
345	Mashpee,	263	358,760	—	2	2	4
346	Montgomery,	230	160,815	—	2	3	5
347	Tolland,	199	263,173	—	—	1	1
348	Peru,	195	174,047	—	—	3	3
349	Gay Head,	175	45,090	—	—	2	2
350	Holland,	159	123,760	—	2	1	3
351	Gosnold,	155	809,570	—	—	1	1
352	Mount Washington,	95	145,821	—	—	2	2
353	New Ashford,	92	73,670	—	—	1	1
	Totals,	129,694	\$129,479,371	11	145	827	983
	State,	3,693,310	\$4,769,860,495	727	789	17,487	19,003

SCHOOL RETURNS.

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AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

PUPILS IN PUBLIC DAY SCHOOLS — KINDERGARTEN, ELEMENTARY, HIGH — YEAR ENDING JUNE 30, 1916.					SCHOOL CENSUS, SEPT. 1, 1915.			
Pupils enrolled.	Aggregate days' at- tendance.	Average daily at- tendance.	Average number of days in session.	Average member- ship.	Persons 5 to 7 years.	Persons 7 to 14 years.	Persons 14 to 16 years.	Illiterates 16 to 21 years.
7	8	9	10	11	12	13	14	15
85	9,995	65	154	72	17	67	10	-
92	11,574	67	158	77	15	62	24	-
42	6,131	36	170	39	9	51	16	-
75	9,827	62	158	65	16	68	13	-
73	10,211	61	168	69	12	52	14	-
70	10,313	60	172	64	11	52	16	-
62	8,240	53	164	55	12	50	14	-
63	8,589	53	162	56	10	55	9	-
73	8,374	57	148	61	5	45	13	-
42	6,435	36	179	40	4	36	11	-
83	8,553	52	165	59	21	54	6	-
85	11,364	67	167	73	15	66	13	-
46	5,189	31	168	35	9	34	11	-
36	4,651	27	170	28	9	34	12	-
61	8,793	52	163	57	7	57	12	-
96	11,741	70	170	77	8	63	17	-
62	9,589	57	168	58	9	40	14	-
52	6,585	39	170	41	10	29	4	-
63	7,970	48	167	52	14	51	7	-
62	7,192	46	157	48	7	43	8	-
31	3,815	23	164	26	9	26	3	-
50	6,127	38	161	40	6	45	2	-
48	7,159	41	172	44	10	38	12	-
52	6,656	40	167	45	5	36	9	-
39	4,583	31	147	34	4	31	7	-
30	3,568	21	173	23	3	24	2	-
40	4,164	26	161	30	7	28	5	-
33	4,476	27	163	31	7	21	7	-
26	3,588	21	170	24	5	17	2	-
13	1,980	11	180	11	1	8	4	-
16	1,931	10	193	13	3	13	-	-
11	1,453	9	172	10	3	6	2	-
21,881	3,115,038	18,016	173	19,633	4,445	16,960	3,701	403
604,023	92,403,968	508,668	182	549,126	124,978	446,852	104,643	14,840

BOARD OF EDUCATION.

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

	TOWNS.	ITEMIZED EXPENDITURES FOR SUPPORT OF ALL			
		GENERAL CONTROL.		INSTRUCTION.	
		School committee and business offices.	Superintendents' salaries and office expenses.	Principals' salaries and expenses.	Supervisors' salaries and expenses.
		16	17	18	19
322	Florida, . . .	\$107 00	\$355 78	-	-
323	Hawley, . . .	43 62	486 32	-	-
324	Greenwich, . . .	45 00	208 00	-	\$92 50
325	Rowe, . . .	61 60	277 11	-	-
326	Phillipston, . . .	53 00	213 55	-	213 18
327	Wendell, . . .	62 00	363 81	-	85 80
328	Heath, . . .	49 20	240 16	-	80 00
329	Windsor, . . .	64 20	351 75	-	-
330	Plainfield, . . .	61 90	349 11	-	60 00
331	Dunstable, . . .	12 00	190 00	-	42 50
332	Monterey, . . .	62 95	250 00	-	-
333	Leyden, . . .	35 00	367 71	-	120 00
334	Wales, . . .	4 00	226 65	-	220 28
335	Tyringham, . . .	45 00	180 00	-	-
336	Boxborough, . . .	15 00	91 78	\$240 00	-
337	Middlefield, . . .	22 00	231 55	-	360 00
338	Prescott, . . .	53 58	379 97	-	58 75
339	Monroe, . . .	25 45	341 81	-	-
340	Shutesbury, . . .	74 38	233 74	-	90 50
341	Goshen, . . .	27 00	293 09	-	86 00
342	Chilmark, . . .	42 00	219 49	-	-
343	Washington, . . .	6 00	327 17	-	-
344	Alford, . . .	2 50	252 63	-	-
345	Mashpee, . . .	73 58	201 53	-	197 25
346	Montgomery, . . .	22 00	155 16	-	157 00
347	Tolland, . . .	53 52	163 49	-	-
348	Peru, . . .	39 60	252 95	-	-
349	Gay Head, . . .	32 10	132 06	-	-
350	Holland, . . .	11 50	118 86	-	78 73
351	Gosnold, . . .	46 25	73 25	-	-
352	Mount Washington, . . .	25 00	160 00	-	-
353	New Ashford, . . .	28 75	92 50	-	-
	Totals, . . .	\$8,953 81	\$49,596 66	\$17,992 51	\$22,331 28
	State, . . .	\$378,862 00	\$642,461 35	\$1,497,516 43	\$492,537 42

SCHOOL RETURNS.

CV

AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

PUBLIC SCHOOLS — DAY, EVENING, VACATION — YEAR ENDING JUNE 30, 1916.

INSTRUCTION — <i>Con.</i>			OPERATION OF SCHOOL PLANT.		
Teachers' salaries.	Text-books.	Stationery, supplies and other expenses of instruction.	Janitor service.	Fuel.	Miscellaneous expenses of operation.
20	21	22	23	24	25
\$1,852 60	\$121 82	\$57 02	\$58 85	\$63 50	—
2,517 00	32 37	69 78	69 50	92 00	\$16 59
828 00	2 61	38 67	61 75	63 90	13 50
1,663 80	13 99	46 12	50 00	50 89	—
1,548 00	8 67	50 25	92 00	73 75	12 90
1,791 00	43 40	71 84	72 65	47 88	7 21
1,310 00	10 08	25 03	26 15	51 12	22 44
1,681 80	35 77	148 38	33 20	76 00	2 00
1,451 00	27 83	59 96	59 40	82 00	10 40
1,150 00	29 94	64 27	304 00	90 53	—
1,438 00	68 85	81 24	57 25	82 00	—
1,869 00	32 88	22 33	54 90	21 13	—
939 66	6 29	87 79	111 00	—	—
900 00	65 45	40 18	24 00	38 96	46 78
1,548 00	88 76	50 96	42 50	41 00	61 72
2,603 00	88 67	122 63	99 00	109 62	—
1,409 00	38 09	44 09	51 00	58 62	4 45
1,202 81	88 92	92 47	37 00	140 71	—
1,066 00	4 08	25 52	40 15	53 71	3 69
1,526 80	—	60 67	51 05	43 82	6 63
1,088 00	58 45	92 81	89 50	56 50	10 87
1,654 80	67 03	27 94	44 01	60 25	—
1,672 00	—	81 17	63 92	48 00	—
982 00	62 00	100 80	164 00	142 41	—
1,196 00	6 93	—	18 25	39 38	32 50
540 00	9 00	40 84	9 73	24 00	—
1,235 00	13 39	47 67	19 25	40 25	—
1,095 61	36 11	99 30	45 00	44 54	3 20
739 50	1 08	14 39	29 40	15 25	—
712 50	—	36 58	38 00	36 00	9 35
1,000 00	30 00	40 49	44 00	79 54	3 82
448 00	13 96	16 59	36 70	19 15	7 55
\$360,480 72	\$14,204 44	\$21,836 92	\$43,412 65	\$36,161 76	\$6,825 82
\$13,992,771 13	\$511,344 70	\$758,438 00	\$1,572,009 86	\$991,903 07	\$307,513 92

BOARD OF EDUCATION.

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

		ITEMIZED EXPENDITURES FOR SUPPORT OF ALL PUBLIC YEAR ENDING			
		Repairs, replacement, and upkeep.	Libraries.	Promotion of health.	Transportation.
TOWNS.					
		26	27	28	29
322	Florida,	\$1,678 29	-	\$30 00	\$262 50
323	Hawley,	268 12	-	25 00	211 80
324	Greenwich,	9 48	-	4 00	1,452 37
325	Rowe,	181 18	-	25 00	528 00
326	Phillipston,	97 68	-	20 00	707 90
327	Wendell,	159 54	-	38 87	326 20
328	Heath,	24 30	-	25 00	1,284 00
329	Windsor,	151 48	-	25 00	523 00
330	Plainfield,	8 88	-	14 00	512 50
331	Dunstable,	37 45	-	5 00	1,819 56
332	Monterey,	80 37	-	25 00	688 69
333	Leyden,	133 03	-	25 00	279 00
334	Wales,	142 28	-	12 50	1,097 03
335	Tyringham,	372 89	-	15 00	571 50
336	Boxborough,	540 18	-	10 00	309 32
337	Middlefield,	30 23	-	20 00	1,019 36
338	Prescott,	83 11	-	10 00	458 90
339	Monroe,	34 74	-	40 00	285 49
340	Shutesbury,	28 63	-	15 00	381 50
341	Goshen,	57 46	-	14 00	174 25
342	Chilmark,	20 48	-	-	79 50
343	Washington,	31 00	\$22 40	15 00	31 00
344	Alford,	38 00	-	-	453 00
345	Mashpee,	100 62	-	-	766 50
346	Montgomery,	30 15	-	10 00	205 00
347	Tolland,	4 16	-	6 00	999 87
348	Peru,	1 00	-	10 00	203 50
349	Gay Head,	99 01	-	-	-
350	Holland,	4 80	-	15 00	675 50
351	Gosnold,	2 25	-	-	-
352	Mount Washington,	84 68	-	10 00	-
353	New Ashford,	39 19	-	5 00	203 40
	Totals,	\$33,281 94	\$42 40	\$4,144 73	\$133,027 88
	State,	\$1,087,516 90	\$5,065 61	\$151,595 59	\$493,605 10

SCHOOL RETURNS.

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AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

SCHOOLS — DAY, EVENING, VACATION — JUNE 30, 1916 — <i>Con.</i>		EXPENDITURES FOR OUTLAY, YEAR ENDING JUNE 30, 1916.		
Miscellaneous (tuition, etc.).	Total for support.	New grounds, buildings and alterations.	New equipment.	Total for outlay.
30	31	32	33	34
\$120 00	\$4,707 36	-	\$190 22	\$190 22
294 00	4,126 10	-	-	-
463 63	3,283 41	-	-	-
465 80	3,363 49	-	-	-
674 35	3,765 23	-	-	-
187 09	3,257 29	-	-	-
480 00	3,627 48	-	-	-
108 30	3,200 88	-	-	-
130 00	2,826 98	-	-	-
867 80	4,613 05	-	-	-
104 00	2,938 35	-	-	-
250 22	3,210 20	-	-	-
523 50	3,370 98	-	7 00	7 00
282 50	2,582 26	-	-	-
826 00	3,865 22	-	-	-
518 00	5,224 06	-	-	-
143 95	2,793 51	-	-	-
60 00	2,349 40	-	-	-
-	2,016 90	-	-	-
-	2,340 77	-	-	-
292 99	2,050 59	-	-	-
117 00	2,403 60	-	-	-
328 28	2,939 50	-	-	-
169 00	2,959 69	-	-	-
300 50	2,172 87	-	-	-
75 00	1,925 61	\$667 50	6 50	674 00
136 00	1,998 61	-	-	-
5 00	1,591 93	-	-	-
120 00	1,824 01	-	-	-
-	954 18	-	-	-
50 00	1,527 53	-	-	-
50 00	960 79	-	-	-
\$145,360 70	\$897,654 22	\$86,605 76	\$5,516 81	\$92,122 57
\$482,838 72	\$23,365,979 80	\$3,685,769 88	\$290,382 09	\$3,976,151 97

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

TOWNS.	TOTAL EXPENDITURE FOR SUPPORT OF ALL PUBLIC SCHOOLS—					
	FROM LOCAL TAXATION.			FROM STATE (INCLUDING INCOME FROM MASSACHUSETTS SCHOOL FUND).		
	Amount.	Per pupil in average membership.	Rank.	Amount.	Per pupil in average membership.	Rank.
	35	36	37	38	39	40
322 Florida, . . .	\$3,693 69	\$51 30	30	\$899 00	\$12 49	93
323 Hawley, . . .	1,597 11	20 74	328	2,290 95	29 75	30
324 Greenwich, . . .	1,100 00	28 21	250	1,637 94	42 00	16
325 Rowe, . . .	1,699 29	26 14	281	1,338 24	20 59	57
326 Phillipston, . . .	1,536 14	22 26	320	2,109 04	30 57	29
327 Wendell, . . .	1,523 99	23 81	306	1,216 29	19 00	66
328 Heath, . . .	1,918 94	34 89	146	2,175 34	39 55	19
329 Windsor, . . .	1,741 34	31 10	206	2,631 11	46 98	11
330 Plainfield, . . .	1,241 82	20 36	331	1,173 32	19 23	63
331 Dunstable, . . .	2,000 00	50 00	36	3,081 34	77 03	1
332 Monterey, . . .	1,609 30	27 28	263	1,097 69	18 60	69
333 Leyden, . . .	1,438 90	19 71	335	1,661 79	22 76	44
334 Wales, . . .	1,331 28	38 04	103	1,804 43	51 56	7
335 Tyringham, . . .	1,281 80	45 78	45	1,175 00	41 96	17
336 Boxborough, . . .	1,495 54	26 24	278	2,131 81	37 40	23
337 Middlefield, . . .	1,853 15	24 07	300	3,084 74	40 06	18
338 Prescott, . . .	872 39	15 04	348	1,881 91	32 45	27
339 Monroe, . . .	831 49	20 28	333	1,465 83	35 75	25
340 Shutesbury, . . .	1,176 19	22 62	317	984 05	18 92	67
341 Goshen, . . .	650 00	13 54	352	1,169 00	24 35	40
342 Chilmark, . . .	772 66	29 72	225	1,254 83	48 26	9
343 Washington, . . .	1,044 83	26 12	282	1,489 84	37 25	24
344 Alford, . . .	1,050 00	23 86	304	1,664 75	37 84	22
345 Mashpee, . . .	1,846 48	41 03	73	859 50	19 10	64
346 Montgomery, . . .	678 11	19 94	334	1,467 29	43 16	13
347 Tolland, . . .	595 25	25 88	285	1,396 61	60 72	4
348 Peru, . . .	585 00	19 50	337	1,511 94	50 40	8
349 Gay Head, . . .	163 89	5 29	353	1,313 25	42 36	14
350 Holland, . . .	465 63	19 40	338	1,272 97	53 04	6
351 Gosnold, . . .	580 93	52 81	26	300 00	27 27	34
352 Mount Washington, . . .	556 88	42 84	64	825 00	63 46	3
353 New Ashford, . . .	269 82	26 98	266	687 50	68 75	2
Totals, . . .	\$621,571 38	\$31 66	—	\$252,939 78	\$12 88	—
State, . . .	\$22,135,506 18	\$40 31	—	\$441,691 54	\$0 80	—

SCHOOL RETURNS.

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AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

DAY, EVENING, VACATION — YEAR ENDING DEC. 31, 1915.				INCOME FROM MASSACHUSETTS SCHOOL FUND.	
Amount from other sources.	FROM ALL SOURCES.			Paid to town Jan. 25, 1915.	Balance unexpended, Dec. 31, 1915.
	Amount.	Per pupil in average membership.	Rank.		
41	42	43	44	45	46
\$31 50	\$4,624 19	\$64 22	36	\$575 00	\$1 09
—	3,888 06	31 84	334	1,346 62	—
213 70	2,951 64	75 68	19	1,089 41	266 35
8 08	3,045 61	46 86	118	575 00	—
68 00	3,713 18	53 81	74	1,089 41	—
109 83	2,850 11	44 53	142	917 29	—
—	4,094 28	74 44	20	1,346 62	—
—	4,372 45	78 08	15	1,346 61	—
20 25	2,435 39	39 92	185	1,089 41	125 51
—	5,081 34	127 03	1	1,528 82	670 58
—	2,706 99	45 88	127	500 00	—
185 10	3,285 79	45 01	137	1,117 29	—
—	3,135 71	89 59	6	1,271 61	—
—	2,456 80	87 74	7	575 00	—
—	3,627 35	63 64	40	1,528 83	680 23
292 94	5,230 83	67 93	30	1,603 82	—
—	2,754 30	47 49	112	1,117 29	—
85 00	2,382 32	58 11	54	1,192 29	12 52
1 00	2,161 24	41 56	165	1,014 41	352 50
315 40	2,134 40	44 47	143	1,014 41	77 29
—	2,027 49	77 98	16	1,117 30	260 66
17 50	2,552 17	63 80	38	1,089 41	440 86
—	2,714 75	61 70	47	1,117 30	153 92
—	2,705 98	60 13	52	575 00	—
—	2,145 40	63 10	43	1,117 29	—
13 00	2,004 86	87 17	8	1,271 61	—
—	2,096 94	69 90	23	1,089 41	84 85
—	1,477 14	47 65	109	1,528 82	322 93
13 58	1,752 18	73 01	22	575 00	1,502 82
—	880 93	80 08	14	300 00	—
6 00	1,387 88	106 76	2	500 00	—
—	957 32	95 73	5	575 00	—
\$11,148 05	\$885,659 21	\$45 11	—	\$121,826 06	\$9,948 29
\$307,645 30	\$22,884,843 02	\$41 68	—	\$205,571 55 ¹	\$12,994 87

¹ Includes \$692.29 granted to Medfield by special resolve of General Court.

BOARD OF EDUCATION.

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

TOWNS.		VALUATION OF 1915 PER PUPIL IN AVERAGE MEMBERSHIP, YEAR ENDING JUNE 30, 1916.		EXPENDITURE PER \$1,000 VALUATION FOR SCHOOL SUPPORT FROM LOCAL TAXATION, YEAR ENDING DEC. 31, 1915.		RATE OF TOTAL TAX PER \$1,000 VALUATION, 1915.	
		Amount.	Rank.	Amount.	Rank.	Amount.	Rank.
		47	48	49	50	51	52
322	Florida, . . .	\$8,099	90	\$6 33	116	\$15 20	282
323	Hawley, . . .	3,184	334	6 51	107	24 00	22
324	Greenwich, . . .	6,719	126	4 20	285	19 40	157
325	Rowe, . . .	3,885	296	6 73	97	21 50	83
326	Phillipston, . . .	4,430	261	5 03	214	21 20	88
327	Wendell, . . .	8,583	74	2 77	334	16 00	269
328	Heath, . . .	4,472	257	7 80	37	20 50	112
329	Windsor, . . .	5,253	195	5 92	151	21 60	77
330	Plainfield, . . .	3,206	332	6 35	113	22 00	67
331	Dunstable, . . .	10,642	48	4 70	248	14 00	307
332	Monterey, . . .	6,571	132	4 15	288	17 00	236
333	Leyden, . . .	3,379	328	5 83	154	17 50	223
334	Wales, . . .	7,493	104	5 08	211	15 00	293
335	Tyringham, . . .	12,617	31	3 63	311	19 80	142
336	Boxborough, . . .	5,361	189	4 89	230	17 30	226
337	Middlefield, . . .	2,830	344	8 51	18	20 00	135
338	Prescott, . . .	3,711	307	4 05	292	17 00	237
339	Monroe, . . .	6,132	153	3 31	327	17 00	238
340	Shutesbury, . . .	7,363	109	3 07	330	17 50	224
341	Goshen, . . .	5,124	204	2 64	336	18 00	209
342	Chilmark, . . .	15,592	24	1 91	349	10 50	343
343	Washington, . . .	7,657	99	3 41	323	18 60	176
344	Alford, . . .	4,689	241	5 09	208	16 00	270
345	Mashpee, . . .	7,972	93	5 15	204	16 60	247
346	Montgomery, . . .	4,730	234	4 22	284	20 00	136
347	Tolland, . . .	11,442	37	2 26	341	13 50	314
348	Peru, . . .	5,802	165	3 36	325	17 00	239
349	Gay Head, . . .	1,455	353	3 63	312	11 00	340
350	Holland, . . .	5,157	200	3 76	305	18 30	189
351	Gosnold, . . .	73,597	1	72	353	6 50	350
352	Mount Washington, . . .	11,217	39	3 82	298	18 00	210
353	New Ashford, . . .	7,367	108	3 66	308	20 00	137
	Totals, . . .	\$6,595	-	\$4 80	-	-	-
	State, . . .	\$8,686	-	\$4 64	-	-	-

SCHOOL RETURNS.

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AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

PUBLIC DAY ELEMENTARY SCHOOLS, YEAR ENDING JUNE 30, 1916.

Principals and teachers.	Average number of days in session.	Average membership.	EXPENDITURE FOR SUPPORT, EXCLUSIVE OF GENERAL CONTROL.		EXPENDITURE FOR SALARIES AND EXPENSES OF PRINCIPALS AND SUPERVISORS, AND FOR SALARIES OF TEACHERS.		EXPENDITURE FOR TEXT-BOOKS.	
			Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.	Amount.	Per pupil in average membership.
53	54	55	56	57	58	59	60	61
5	154	72	\$4,125	\$57 29	\$1,853	\$25 74	\$122	\$1 69
8	158	77	3,090	40 13	2,517	32 69	32	42
2	170	39	1,819	46 64	921	23 62	3	08
5	158	65	2,660	40 92	1,664	25 60	14	22
4	168	69	2,441	35 38	1,761	25 52	9	13
5	172	64	2,742	42 84	1,877	29 33	43	67
4	164	55	2,378	43 24	1,390	25 27	10	18
5	162	56	2,533	45 23	1,632	30 04	36	64
5	148	61	1,940	31 80	1,511	24 77	28	46
2	179	40	2,900	72 50	1,193	29 83	30	75
4	165	59	2,464	41 76	1,438	24 37	69	1 15
5	167	73	2,302	31 53	1,989	27 25	33	45
2	168	35	2,189	62 54	1,160	33 14	6	17
2	170	28	1,927	68 82	900	32 14	65	2 32
4	163	57	2,652	46 53	1,788	31 37	89	1 56
7	170	77	3,464	44 99	2,963	38 48	89	1 16
4	168	58	2,193	37 81	1,468	25 31	38	66
2	170	41	1,882	45 90	1,203	29 34	89	2 17
3	167	52	1,709	32 87	1,157	22 25	4	08
4	157	48	1,925	40 10	1,613	33 60	-	-
2	164	26	1,631	62 73	1,088	41 85	58	2 23
4	161	40	1,979	49 47	1,655	41 37	67	1 67
3	172	44	1,903	43 25	1,672	38 00	-	-
2	167	45	2,338	51 96	1,179	26 20	62	1 38
3	147	34	1,794	52 76	1,353	39 79	7	21
1	173	23	1,709	74 30	540	23 48	9	39
3	161	30	1,527	50 90	1,235	41 17	13	43
2	163	31	1,428	46 06	1,096	35 35	36	1 16
1	170	24	1,403	58 46	818	34 08	1	04
1	180	11	835	75 91	713	64 82	-	-
2	193	13	1,343	103 31	1,000	76 92	30	2 31
1	172	10	730	73 00	448	44 80	14	1 40
838	-	19,627	\$650,585	\$33 15	\$390,152	\$19 88	\$13,628	\$0 69
14,653	-	467,496	\$16,184,113	\$34 62	\$11,517,408	\$24 64	\$323,001	\$0 69

GROUP IV. TOWNS OF LESS THAN 5,000 POPULATION

	TOWNS.	EVENING AND VACATION SCHOOLS, YEAR ENDING JUNE 30, 1916.		HIGH Resident pupils attend- ing public high schools in other towns or cities.
		Expenditure for support of evening schools, ex- clusive of general con- trol.	Expenditure for support of vacation schools, ex- clusive of general con- trol.	
		62	63	76
322	Florida,	-	-	3
323	Hawley,	-	-	5
324	Greenwich,	-	-	13
325	Rowe,	-	-	9
326	Phillipston,	-	-	15
327	Wendell,	-	-	3
328	Heath,	-	-	8
329	Windsor,	-	-	7
330	Plainfield,	-	-	2
331	Dunstable,	-	-	15
332	Monterey,	-	-	2
333	Leyden,	-	-	7
334	Wales,	-	-	10
335	Tyringham,	-	-	4
336	Boxborough,	-	-	10
337	Middlefield,	-	-	12
338	Prescott,	-	-	3
339	Monroe,	-	-	1
340	Shutesbury,	-	-	-
341	Goshen,	-	-	2
342	Chilmark,	-	-	1
343	Washington,	-	-	1
344	Alford,	-	-	9
345	Mashpee,	-	-	4
346	Montgomery,	-	-	5
347	Tolland,	-	-	-
348	Peru,	-	-	4
349	Gay Head,	-	-	1
350	Holland,	-	-	3
351	Gosnold,	-	-	-
352	Mount Washington,	-	-	1
353	New Ashford,	-	-	1
	Totals,	\$715	-	2,451
	State,	\$431,953	\$37,711	-

NOTE. — For State totals for columns 64-75, see pages lxxvi, lxxvii.

SCHOOL RETURNS.

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AND NOT MAINTAINING HIGH SCHOOLS — *Con.*

SCHOOL EDUCATION FOR YEAR ENDING JUNE 30, 1916.

EXPENDITURE FOR TUITION AND TRANSPORTATION TO HIGH SCHOOLS IN OTHER TOWNS OR CITIES.				Reimbursement payable by the State, fall, 1916.	NET COST TO TOWN FOR HIGH SCHOOL EDUCATION.	
For tuition.	For transportation.	Total.	Average amount per pupil.		Amount.	Average amount per pupil.
77	78	79	80	81	82	83
\$120 00	-	\$120 00	\$40 00	\$120 00	-	-
294 00	\$211 80	505 80	101 16	499 80	\$6 00	\$1 20
623 63	747 55	1,371 18	105 47	623 63	747 55	57 50
360 00	103 20	463 20	51 47	360 00	103 20	11 47
631 00	451 00	1,082 00	72 13	1,051 00	31 00	2 07
90 00	27 00	117 00	39 00	103 50	13 50	4 50
480 00	480 00	960 00	120 00	960 00	-	-
224 30	358 50	582 80	83 26	582 80	-	-
130 00	345 50	475 50	237 75	250 00	225 50	112 75
871 00	642 89	1,513 89	100 93	1,173 50	340 39	22 69
104 00	57 00	161 00	80 50	104 00	57 00	28 50
226 00	279 00	505 00	72 14	500 25	4 75	68
523 50	427 63	951 13	95 11	523 50	427 63	42 76
187 50	243 00	430 50	107 62	187 50	243 00	60 75
826 00	270 00	1,096 00	109 60	788 80	307 20	30 72
648 50	989 10	1,637 60	136 47	1,273 00	364 60	30 38
131 00	42 40	173 40	57 80	102 20	71 20	23 73
60 00	39 94	99 94	99 94	60 00	39 94	39 94
-	-	-	-	-	-	-
-	96 00	96 00	48 00	-	96 00	48 00
103 00	55 50	158 50	158 50	-	158 50	158 50
60 00	31 00	91 00	91 00	60 00	31 00	31 00
429 30	477 00	906 30	100 70	906 30	-	-
201 00	178 00	379 00	94 75	201 00	178 00	44 50
265 50	-	265 50	53 10	265 50	-	-
-	-	-	-	-	-	-
122 00	73 00	195 00	48 75	195 00	-	-
-	-	-	-	-	-	-
120 00	171 00	291 00	97 00	120 00	171 00	57 00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
50 00	60 00	110 00	110 00	100 00	10 00	10 00
\$136,878 21	\$56,065 69	\$192,943 90	\$78 72	\$101,712 53	\$91,231 37	\$37 22
-	-	-	-	-	-	-

COMPARATIVE STATISTICS.

The table on the following page shows the comparison of certain totals for the Commonwealth for the year 1915-16, as given in the preceding table, with the corresponding totals for 1905-06 and the per cent. of increase for the ten years.

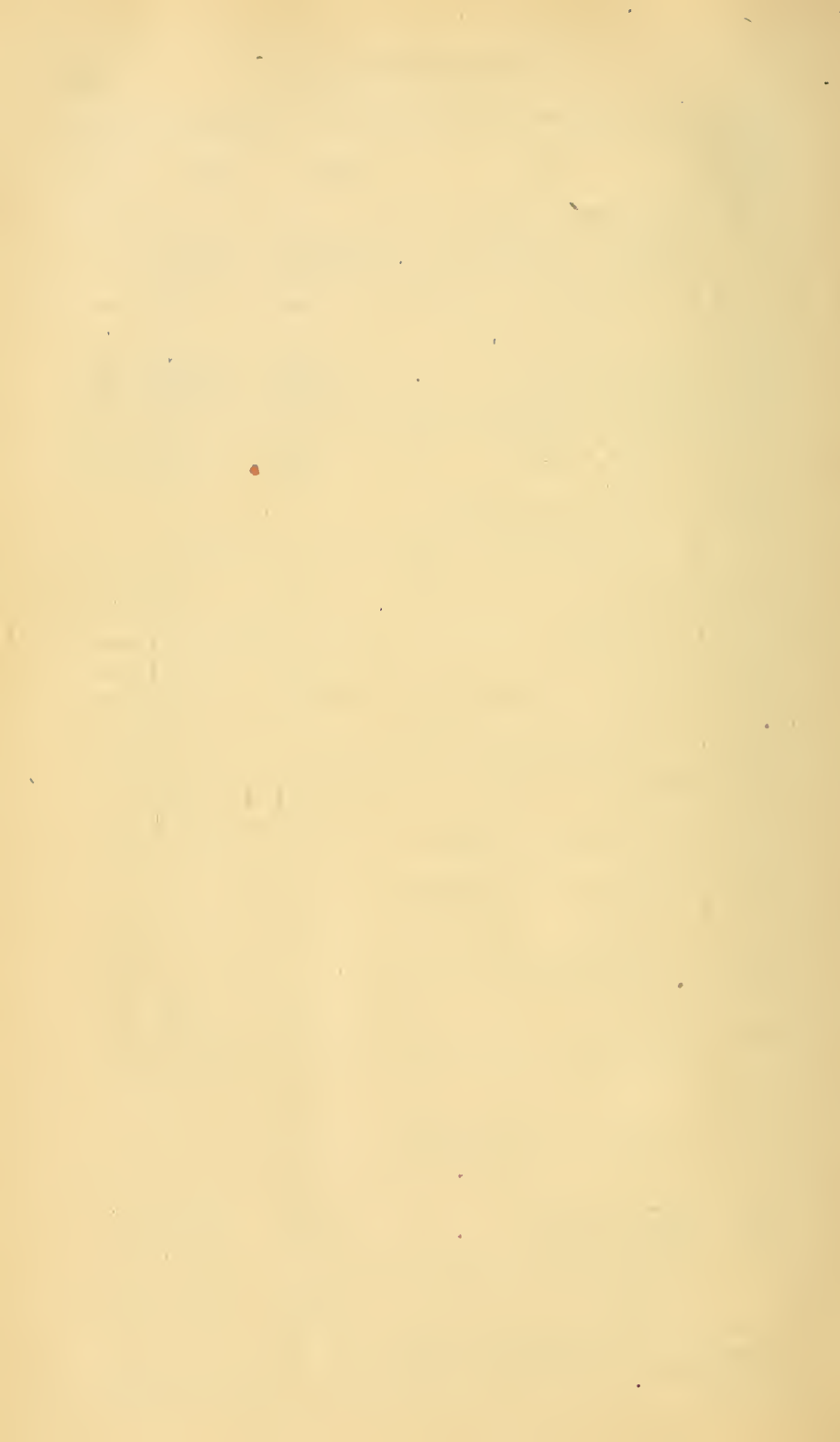
SCHOOL RETURNS.

CXV

Column in preceding table.	ITEM.	1905-06.	1915-16.	Per cent. in- crease.
1	Population, State censuses 1905 and 1915,	3,003,680	3,693,310	23
2	Valuations for 1905 and 1915,	\$3,312,255,163	\$4,769,860,495	44
47	Vauation per pupil in the average membership,	\$7,334	\$8,686	18
	PUBLIC DAY SCHOOLS.			
3, 5	Principals and teachers,	14,166 ¹	18,214	29 ¹
7	Pupils enrolled,	508,816	604,023	19
9	Average daily attendance,	415,508	508,668	22
11	Average membership,	451,600	549,126	22
	Percentage of attendance based on average membership, . . . . .	.92	.93	-
	Percentage of attendance based on total enrollment, . . . . .	.82	.84	-
	ITEMIZED EXPENDITURES.			
16, 17	General control, including salaries and expenses of school committees and superintendents,	\$521,528 30	\$1,021,323 35	96
	Cost per pupil in average membership,	1 15	1 86	62
18, 19, 20	Salaries of principals, teachers, and supervisors,	9,877,725 85	15,982,824 98	62
	Cost per pupil in average membership,	21 87	29 11	33
21, 22	Text-books, stationery, supplies,	706,301 56	1,269,782 70	80
	Cost per pupil in average membership,	1 56	2 31	48
23, 24, 25	Operation of school plant, including janitor service and fuel,	1,863,339 42	2,871,426 85	54
	Cost per pupil in average membership,	4 13	5 23	27
26	Repairs, replacement and upkeep,	408,573 47	1,087,516 90	166
	Cost per pupil in average membership,	90	1 98	120
31	Total for support, including ordinary repairs,	13,994,206 51	23,365,979 80	67
	Cost per pupil in average membership,	30 99	42 55	37
32, 33	New schoolhouses, alterations and permanent repairs,	3,345,037 42	3,976,151 97	18
	Cost per pupil in average membership,	7 41	7 24	-
31, 34	Total for support and outlay,	17,339,243 93	27,342,131 77	58
	Cost per pupil in average membership,	38 40	49 79	30
	EVENING SCHOOLS.			
62	Expenditures for support of evening schools, exclusive of general control,	\$315,730 53	\$431,953	36
	PUBLIC DAY HIGH SCHOOLS.			
64	Number of high schools,	263	256 ²	-
65	Principals and teachers,	1,898	3,518	85
66	Pupils enrolled,	47,543	88,240	85
70	Expenditures for support, exclusive of general control,	\$2,556,173 29	\$5,491,331	115
	Cost per pupil in the high school enrollment,	53 76	67 27	25

¹ Supervisors on full time were included in 1905-06.

² High schools not under superintendence of town authorities are not now counted as public high schools.



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